Senior 4 Consumer Mathematics (40S)
Standards Test

Administration Manual for Supervising Teachers

Semester 1
2003–2004

Manitoba
Building for the Future

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Manitoba Education and Youth,
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Preface

This *Administration Manual for Supervising Teachers* is distributed to teachers and administrators, and must be read prior to administering the standards test. The rules and guidelines in this manual must be strictly observed to ensure the consistency of standards test administration.

Please use this manual in conjunction with the registration package, the *Policies and Procedures for Standards Tests* handbook and the *Information Bulletin* (these documents are available on our website at: http://www.edu.gov.mb.ca/ks4/assess/publications.html) to gain a full understanding of the protocols and procedures associated with this test. This manual contains general information about the test, step-by-step instructions for each day of the test administration, and policies regarding absenteeism, lateness, violation of rules, etc.

If you encounter exceptional circumstances not addressed in this manual, or if you have further inquiries, contact Diane Courcelles, Administrative Officer, at 945-0831 or toll-free at 1 800 282-8069, extension 0831.

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General Information

Manitoba Education and Youth develops all standards tests in collaboration with teachers from across the province. This standards test is based on the *Senior 4 Mathematics: Manitoba Curriculum Framework of Outcomes and Draft Senior 4 Standards* (2001) document.

The standards test is locally marked and counts for 30% of each student's final grade in the course. Student results on the test will be released to students according to local policy on the date designated by local jurisdictions.

All students enrolled in Senior 4 Consumer Mathematics (40S), except those who have been exempted, must write all three components of the Senior 4 Consumer Mathematics (40S) Standards Test during the scheduled dates and times. However, a student may rewrite a mandatory provincial standards test at any regularly scheduled administration without being registered in the course (see *Policies and Procedures for Standards Tests*, Section 3.1). **Students enrolled in Senior 4 Consumer Mathematics (45A) and (45B) are not eligible to write the standards test.**

Marking instructions are provided by the department immediately following test administration. School principals will receive the marking guides immediately following test administration. The *Written Test Marking Guides* are to be stored in a secure location until 12:00 noon on January 19, 2004.

Students are expected to write the standards test as scheduled near the end of the semester in which they take the course (e.g., January for first-semester courses, June for second-semester and full-year courses).

All schools should receive the test materials for each part of the test prior to the test administration date. Principals of public schools receive test materials from their division/district offices. Principals of independent and band-operated schools will receive test materials directly from the Assessment and Evaluation Branch.

The number of test booklets sent to each school is based on the October 3, 2003, registration information provided by the school. Please advise Diane Courcelles, Administrative Officer, at 945-0831 or toll-free at 1 800 282-8069, extension 0831, immediately if the number of students registered to write the test has increased since registration.

Manitoba Education and Youth supports local marking by:

- training representatives from local jurisdictions to act as local marking co-ordinators;
- collecting and scanning all marker sheets from jurisdictions to provide them with test result summaries; and
- providing provincially-funded local jurisdictions with $10.00 for each test administered in accordance with the test schedule noted on the following page and marked locally. The calculation is based on the number of students whose completed marking scan sheets have been received.

Features of the test

All students seeking credit in Senior 4 Consumer Mathematics (40S) must write all three components of the standards test during the scheduled dates and times (except for students enrolled in Consumer Mathematics 45A and 45B).

The Senior 4 Consumer Mathematics (40S) Standards Test consists of a Portfolio and Project both valued at 30% each, and a Written Test valued at 40% of the total standards test. Overall, the standards test accounts for 30% of each student's final mark.

English or French versions of the test are available for students enrolled in Senior 4 Consumer Mathematics (40S) or "Mathématiques du consommateur de secondaire 4 (40S)". The test is administered and locally scored and includes an optional Portfolio interview.

The provincial standards test is based on the student learning outcomes and standards found in the *Senior 4 Mathematics: Manitoba Curriculum Framework of Outcomes and Draft Senior 4 Standards* (2001) document, and is consistent with the test specifications outlined in the *Information Bulletin*. A copy of the *Information Bulletin* is posted on the Manitoba Education and Youth website at: http://www.edu.gov.mb.ca/ks4/assess/publications.html.

Please note that each student must have either a pre-printed or generic *Demographic Data Form* at the time of the Portfolio component (see samples Appendix III and IV, pages 33–34).

Test schedule

The following table summarizes the schedule for the Senior 4 Consumer Mathematics (40S) Standards Test:

Date	Component	Preparation Time	Time Required for Administration
Completed prior to January 19, 2004	Portfolio	as needed*	as needed*
Between November 17 and 28, 2003	Project	10 minutes preparation and instructions for each session	three 60-minute sessions
Between 8:30 a.m. and 12:30 p.m. morning of January 19, 2004	Written Test	15 minutes preparation and instructions	90 minutes

The Written Test component must be written between 8:30 a.m. and 12:30 p.m. on January 19, 2004.

*See *Portfolio Guide for Teachers* for details.

Shipping schedule

The three parts of the Senior 4 Consumer Mathematics (40S) Standards Test will arrive at schools/school divisions or districts in separate shipments each semester. The following table summarizes the shipping schedule for Semester 1.

Semester 1	To: Schools/School Divisions or Districts
October 17	**Shipment #1: Early Semester** *Administration Manual for Supervising Teachers* *Portfolio Folders* *Portfolio Guide for Teachers* *Portfolio Scoring Sheets* *Demographic Data Forms* *Attendance Forms* *Student Registration Update Form* *Supervising Teacher Report* Letter to principal and supervising teachers
November 17	**Shipment #2: Mid-Semester** *Project Resource Package* plus four extra *Project Resource Packages* *Project Scoring Sheets* Letter to principal Letter to superintendent of school division or district
November 28	**Shipment #3: Project Completion Date** *Project Scoring Guide* *Sample Response to Project* Letter to principal, supervising teachers and local marking co-ordinators
January 13	**Shipment #4: Late Semester** Sealed, shrink-wrapped bundle of *Written Test Student Booklets* plus four extra *Written Test Student Booklets* *Written Test Resource Packages* (unnumbered and not shrink-wrapped) *Written Test Scoring Sheets* Bill of lading for jurisdictions outside the City of Winnipeg Labelled envelope for return of materials to the Assessment and Evaluation Branch *Supervising Teacher Feedback Form* *Principal Feedback Form* *Local Marking Co-ordinator Feedback Form* Letter to principal Letter to superintendent of school division or district
January 19	**Shipment #5: Test Date** *Written Test Marking Guide*

Semester 1	To: Manitoba Education and Youth
	One Shipment: End of Semester
	Student Results*:
	Portfolio Scoring Sheets
	Project Scoring Sheets
	Written Test Scoring Sheets
	Administrative Information:
January 30	*Attendance Forms*
	Demographic Data Forms
	Student Registration Update Forms
	Supervising Teacher Feedback Form
	Supervising Teacher Report
	Principal Feedback Form
	Local Marking Co-ordinator Feedback Form
	All damaged or misprinted booklets

*Please **do not** ship student booklets to Manitoba Education and Youth.

Policies for Standards Tests

Principals and supervising teachers should be aware that *Policies and Procedures for Standards Tests* handbook has been distributed to all schools and is also available on our website at: http://www.edu.gov.mb.ca/ks4/assess/publications.html. This handbook outlines current policies and procedures related to the administration of standards tests and reflects the principles and guidelines contained in *Principles for Fair Student Assessment Practices for Education in Canada (1993).*

Adaptations

Schools are asked to identify and submit requests for test adaptations **at the time of student registration**. These requests should be submitted on the *Request for Adaptations Form* included with the registration package. Following departmental review of the adaptation requests received, schools will be advised of the department's decision regarding these requests (see *Policies and Procedures for Standards Tests*, Sections 4.0, 4.1 and 4.2).

Exemptions

Decisions for student exemptions that fall within the guidelines set out in *Policies and Procedures for Standards Tests* (Sections 5.0, 5.1 and 5.2) are made at the school level and do not require departmental approval. Schools are required, however, to report school-based exemptions on the *Student Exemption Report* included with the registration package. If additional student exemptions are needed after the registration deadline date, an additional *Student Exemption Report* should be submitted as soon as possible.

For exemptions that fall outside the parameters of policy and procedure guidelines, requests should be made **at the time of student registration**. Please submit requests in writing to Wenda Dickens, Acting Director, Assessment and Evaluation Branch, 71–1567 Dublin Avenue, Winnipeg, Manitoba R3E 3J5.

Re-read provisions

As the reporting of individual student scores on locally marked standards tests is the responsibility of each local jurisdiction, the re-read policy for these tests is determined locally.

Return of tests to students

Local jurisdictions decide whether to keep the test booklets or return them to students.

Test confidentiality

Test materials must be kept secure and sealed until administration.

After each session, all materials are returned for safe-keeping to the secure area.

Written Test Student Booklets and *Project Resource Packages* must not be reproduced nor information from them communicated in any way until test administration is completed.

The *Written Test Marking Guides* are to be stored in a secure location until the test administration is complete.

Portfolio component

The Portfolio package may be opened by teachers at any time. School staff are required to photocopy sufficient quantities of the *Student Organizer Sheet* and *Reflection Sheets* for the number of registered students.

All *Portfolio Folders*, scoring sheets, *Demographic Data Forms* and *Attendance Forms* must be accounted for and returned to a secure location in the school between test sessions.

Project component

Project Resource Packages are to be kept secure until the morning of November 17, 2003, at which time the sealed packages may be opened by teachers. All resource packages (**used or unused**) must be accounted for and returned to a secure location in the school between test sessions.

Written Test

Bundles of the *Written Test Student Booklets* and the *Written Test Resource Packages* are to be kept secure until the morning of January 19, 2004, at which time the sealed test bundles may be opened by teachers. All **used** test booklets must be accounted for and packaged for local marking.

Student materials

Portfolio component

Students should be instructed to work on their portfolios over time. It is recommended that extra copies of the *Reflection Sheets* be available to students. Refer to the *Portfolio Guide for Teachers* for specific details on materials students can use.

The *Portfolio Folders* (with pre-printed booklet numbers) should be kept in a secure location in the school until students are ready to insert their *Reflection Sheets* with work samples and submit the Portfolio for marking.

Project component

Although the *Project Resource Package* contains sufficient research materials for students to complete the Project component, students may use any available resources and may research their Project between work periods. All *Project Resource Packages* must remain in a secure location in the school at all times. Refer to the *Project Resource Package* for specific details on materials students can use.

At the end of session 3, students submit their handwritten, typed or printed Project reports together with their *Project Resource Packages*. Student names should not appear on submitted materials. *Project Resource Packages* should be retained by the teacher until final marks have been released.

Written Test

Students may use the following materials during the Written Test:

- HB lead pencil;
- eraser;
- ruler; and
- calculator (non-graphing).

Students should be cautioned that calculators may not be shared during the Written Test and calculator batteries should be checked before the test begins.

Students are not permitted to exchange materials during the Written Test.

The following materials must **not** be used during the Written Test:

- dictionaries;
- graphing calculators;
- notes or textbooks; and
- computers (unless they are part of an approved adaptation).

Students leaving the room

Students are expected to remain in the room for a minimum of 45 minutes from the start of the Written Test.

However, any student who must leave and re-enter the room should be accompanied by a replacement supervisor. This practice ensures that the supervising teacher can remain in the test room with the students at all times.

Late arrivals

To avoid the opportunity for students to relay information during the Written Test, students may not enter the test room after the first 15 minutes of writing.

Student absences

Portfolio component

Interview approach

Students absent for their Portfolio interview may be permitted a re-scheduled interview at the discretion of the classroom teacher.

Contents approach

Students who do not submit a Portfolio on the due date stipulated by the classroom teacher may submit their work at a later date at the discretion of the classroom teacher.

Project component

Students absent for any of the three sessions of the Project component of the standards test may be permitted a make-up session at the discretion of the classroom teacher. Make-up sessions must be administered using the same rules and procedures as regular test sessions.

Written Test

The Written Test **cannot** be administered at a later date and reported as a standards test result.

Students who are absent on the day of the Written Test are governed by school or school division policy concerning student absences during final tests. The final mark for these students must be identified as a school-based assessment and evaluation practice only.

For the purpose of determining whether the requirement for a mandatory standards test has been met for graduation, completing 70% of the test (the Written Test plus one other component) will be deemed sufficient.

Responding to student questions

Avoid making any directing/guiding comments during the Written Test, other than those required for distribution of materials and instructions to students.

No explanations, translations, rephrasing, clarifying statements or comments of a similar nature may be provided about the test content. Supervising teachers can, however, provide clarification regarding test taking rules or procedures.

If a student asks a question related to Written Test content, a suggested response is, "I'm sorry. I can't answer your question. Do your best with it."

Suspected errors in printing or wording should not be communicated to students unless specific instructions are received from the Assessment and Evaluation Branch. Please contact Neil Vadeboncoeur, Assessment Consultant, at 945-6715 or toll-free at 1 800 282-8069, extension 6715 to report any suspected errors.

Student transfers from one school to another

Transfers in

When a student transfers into the school after completing the Portfolio or Project component in another school, the receiving supervising teacher records the new student on the *Student Registration Update Form*. The student completes a new *Demographic Data Form*. The receiving school should request the **original** *Portfolio Scoring Sheet* and/or the *Project Scoring Sheet* from the previous school.

The receiving school will need the scoring sheets to calculate a total mark for the Senior 4 Consumer Mathematics (40S) Standards Test.

The Assessment and Evaluation Branch will combine the scores for the student from both schools to create a report for the school in which the student is currently registered.

Department funding of $10.00 for each locally-marked test will be based on where the student completed the Written Test.

Transfers out

When a student transfers out of the school after completing the Portfolio or Project component, record the student's name on the *Student Registration Update Form*.

Provide the receiving school with the **original** scoring sheets. The receiving school will need the score on the Portfolio and/or Project component to calculate a total mark for the Senior 4 Consumer Mathematics (40S) Standards Test.

Violation of rules

The *Written Test Rules* are read aloud to students by the supervising teacher immediately before the Written Test (see Appendix I, page 31).

Document any violation of rules on the *Supervising Teacher Report*. This documentation should include:

- the test booklet number; and
- a description of the circumstances, including available evidence.

The student may be permitted to complete the test.

The consequences of any violation of rules is a local decision.

Damaged or misprinted materials

Students should be assured that they will not be penalized for any obvious error in printing or wording. Local marking co-ordinators will be advised of any known errors before the marking session. Return the unused damaged or misprinted booklet(s) with the reports and forms being sent to the department immediately after the marking session.

On test administration date

If a damaged or misprinted test booklet is discovered **at the start** of the test session:

- replace the damaged or misprinted test booklet with a new test booklet; and
- print "DAMAGED" on the test booklet cover and on the *Attendance Form*.

During test administration

If a damaged or misprinted test booklet is discovered **during** the writing of the test:

- give the student a new test booklet (the student keeps the damaged or misprinted test booklet until the end of the session);
- instruct the student to continue responding to test items in the new test booklet;
- collect both test booklets at the end of the test session and ensure both booklets are kept together by bundling with an elastic band;
- cross out the existing booklet number on the new test booklet and change it to the original booklet number so that **all student responses are recorded under the original booklet number**;
- indicate on the *Attendance Form* that two booklets have been used for one student (see Appendix V, page 35); and
- record the damaged or misprinted test booklet number on the *Supervising Teacher Report*.

Responsibilities of School Principals

It is the responsibility of the principals to ensure that the tests are kept confidential until test administration is completed.

Other responsibilities are listed below.

If test packages are not in your school on schedule:

- public school principals should contact their superintendent; and
- principals of independent and band-operated schools should contact Diane Courcelles, Administrative Officer, at 945-0831 or toll-free at 1 800 282-8069, extension 0831.

Use the *Packing List* to confirm that all materials have been received. Count the shrink-wrapped test booklets to ensure that there are enough booklets for the number of students writing the test. Keep the shrink-wrapped test packages unopened until the morning of the test. If additional test materials are needed, immediately contact Diane Courcelles, Administrative Officer.

Store test materials in a secure area in the school.

Provide supervising teachers with a listing of MET numbers for the students registered to write the test. Call the Professional Certification and Student Records Unit at 1 800 667-2378 to obtain MET numbers for new students.

Make arrangements to meet the requirements of the adaptations approved for your students (see Adaptations, page 5 and *Policies and Procedures for Standards Tests*, Sections 4.0, 4.1 and 4.2).

Co-ordinate test scheduling and space requirements.

Minimize the frequency of school announcements during the Written Test.

Ensure that a replacement supervisor is available to accompany students who must temporarily leave the room.

Provide the *Project Resource Packages* and the Written Test materials to the supervising teacher on the morning of the designated test days.

Complete the *Principal Feedback Form* before the end of the Written Test session.

Advise the Assessment and Evaluation Branch of school closures or suspended school bus transportation services that occur on the test date(s) as a result of unusual or extenuating circumstances or inclement weather conditions. Please contact Neil Vadeboncoeur, Assessment Consultant, at 945-6715 or toll-free at 1 800 282-8069, extension 6715.

Responsibilities of Supervising Teachers

Supervising teachers administer the test using the step-by-step procedures outlined in the following section. There is a separate checklist for each component of the standards test.

Checklist of Procedures (Portfolio)

(check ✔)	**Advance Preparations**
	1. Check with your principal to ensure that:
	– appropriate scheduling and allocation of space for the Portfolio component has occurred;
	– the Portfolio materials itemized on the *Packing List* have been received; and
	– a list of MET numbers for students registered for the standards test is available.
	2. Photocopy sufficient quantities of the *Student Organizer Sheet* and *Reflection Sheets* for the number of students writing the test:
	– *Student Organizer Sheet* (1 per student);
	– *Career/Life Project—Reflection Sheet* (1 per student);
	– *Personal Income Tax Form—Reflection Sheet* (1 per student);
	– *Design and Measurement—Reflection Sheet* (1 per student); and
	– *Student Choice—Reflection Sheets* (3 per student).
	3. Notify students in advance of the:
	– date and time of the Portfolio component for the interview approach (as applicable);
	– date and time of the submission of the Portfolio component for the contents approach (as applicable);
	– material(s) needed for the Portfolio; and
	– need for each student to record and retain the standards test (booklet) number assigned to them (located on the *Attendance Forms*). Students must use the assigned number for all three components of the standards test.
	4. Please note that the pre-printed *Demographic Data Forms* already have the students' names and MET numbers and should be distributed accordingly.

(check ✔)	**Prior to the Portfolio component**
	1. Ensure that you have access to the following materials:
	– *Packing List*;
	– *Portfolio Guide for Teachers*;
	– *Portfolio Folders* (1 per student, pre-printed with individual student booklet numbers);
	– *Student Organizer Sheet* (1 per student);
	– *Career/Life Project—Reflection Sheet* (1 per student);
	– *Personal Income Tax Form—Reflection Sheet* (1 per student);
	– *Design and Measurement—Reflection Sheet* (1 per student);
	– *Student Choice—Reflection Sheets* (3 per student);
	– *Attendance Forms*;
	– *Student Registration Update Form*;
	– *Portfolio Scoring Sheets*;
NEW!	– *Demographic Data Forms* pre-printed or generic (in envelope provided for storage);
	– a list of MET numbers for students writing the test;
	– *Administration Manual for Supervising Teachers* (this document); and
	– *Supervising Teacher Report*.
	2. Count the number of Portfolio covers. The number of Portfolio covers should equal the number requested by the school plus the additional 4 covers. The number of covers should also be identical to the number on the *Packing List*. If you need to split a bundle of covers between classrooms, make a photocopy of the *Attendance Form*. Adjust each copy of the *Attendance Form* to reflect the covers being used in each classroom.
NEW! NEW!	3. Remove the following from the envelope labelled "For the Return of Demographic Data Forms": – pre-printed *Demographic Data Forms* in alphabetical order for every student registered to write the test. Ensure that the school name, school code, and MET numbers appearing on the pre-printed forms are accurate; and – generic *Demographic Data Forms* for students who joined the classroom after registration, and who are scheduled to write the test (see Appendix IV, page 34). **Note:** Only **one** *Demographic Data Form* should be completed for each student. If a pre-printed *Demographic Data Form* exists for a student, that is the form that should be used. **DO NOT** complete a generic *Demographic Data Form* for that student.
NEW!	4. Sort the pre-printed *Demographic Data Forms* for distribution.

	5. Make arrangements per school policy to ensure that students who are exempted from writing the test are accommodated in an alternate setting.
(check ✔)	**Beginning the Portfolio component**
	1. Distribute:
	– *Portfolio Folder* (1 per student);
	– *Student Organizer Sheet* (1 per student);
	– *Career/Life Project—Reflection Sheet* (1 per student);
	– *Personal Income Tax Form—Reflection Sheet* (1 per student);
	– *Design and Measurement—Explanation Sheet* (1 per student);
	– *Student Choice—Reflection Sheets* (3 per student); and
	– *Demographic Data Form* (1 per student).
	2. Supervise the completion of the *Attendance Form* by ensuring that students print their name beside their standards test (booklet) number. They will need this number to write on their *Demographic Data Form* and each Portfolio *Reflection Sheet*. **Note:** The *Attendance Form* is the only record connecting students' identities to all three components of the Senior 4 Consumer Mathematics (40S) Standards Test.
	3. Read aloud instructions for completing the *Demographic Data Forms*. The instructions are found on the form itself. Direct students to print and shade in all information requested. Remind students to accurately record the program (English, French Immersion or Français).
	4. Instruct students to write their standards test (booklet) number on each of their Portfolio *Reflection Sheets*. (This number is also used for the Project and Written Test.)
	5. Instruct students to ensure that the standards test (booklet) number recorded on their *Demographic Data Form* is accurate **and** the same as the number recorded on the Portfolio *Reflection Sheets*.
	6. Collect and stack the *Demographic Data Forms* in numerical order.
	7. Collect and stack the *Portfolio Folders* in numerical order.
	8. Read aloud the *Student Organizer Sheet*.
	9. Remind students:
	– which scoring approach you will be using for the Portfolio component (contents or interview); and
	– they will submit the Portfolio *Reflection Sheets* with six work samples prior to January 19, 2004.

	10. Place all used *Demographic Data Forms* in numerical order in the labelled envelope provided. Do not use elastic bands, staples or paper clips as these may damage the sheets. Store the forms in a secure location until they are to be forwarded to the Assessment and Evaluation Branch (after the Written Test is completed).
(check ✔)	**During the Portfolio component**
	1. Students who are present will have signed the *Attendance Form*. The names of absent students should be written on the *Attendance Form* so that these students will have a booklet number for subsequent sessions of the test.
	2. Ensure that each student absent at the session for the distribution of Portfolio materials completes a *Demographic Data Form*.
	3. Verify that all the information on each *Demographic Data Form* is accurately printed and shaded. Ensure that the section asking for program information is accurate and complete.
	4. Place all used *Demographic Data Forms* in numerical order in the labelled envelope provided. Do not use elastic bands, staples or paper clips as these may damage the sheets. Store the forms in a secure location until they are to be forwarded to the Assessment and Evaluation Branch (after the Written Test is completed).
(check ✔)	**Ending the Portfolio component**
	1. Distribute the *Portfolio Folders*. Ensure that students have the same booklet number on their folder as recorded on the *Attendance Form*.
	2. As each student submits a Portfolio (contents approach) or completes an interview (interview approach), indicate with a "✔" in the "Portfolio Submitted" column of the *Attendance Form*. If a student does not submit a Portfolio or undergo an interview, leave a blank space for that student under the "Portfolio Submitted" column of the *Attendance Form*.
	3. As students submit the Portfolio (contents approach), ensure that the standards test (booklet) number on each *Reflection Sheet* matches the *Portfolio Folder* number.
	4. Ensure that the number of checkmarks in the "Portfolio Submitted" column matches the number of the Portfolio(s) submitted for the marking (contents approach) or matches the number of interviews completed (interview approach).
	5. Stack the Portfolios in numerical order.
	6. Store the Portfolios (contents approach) and the *Portfolio Scoring Sheets* in a secure location until marking begins.
	7. Begin completing the *Supervising Teacher Report*. Note any unusual circumstances on this report.

(check ✔)	**Marking the Portfolio component**
	1. a) Contents approach Retrieve the Portfolios and the *Portfolio Scoring Sheets* from the secure location. Ensure the standards test (booklet) number on the *Portfolio Folder* matches the *Portfolio Scoring Sheet*.
	b) Interview approach Retrieve the *Portfolio Scoring Sheets* from the secure location. Ensure the standards test (booklet) number on the *Portfolio Scoring Sheet* is accurate for the student being interviewed.
	2. Score the Portfolio component using the recommendations in the *Portfolio Guide for Teachers*.
	3. Record student marks on the *Portfolio Scoring Sheets*. Keep a separate record of each student's results for your file.
	4. Place the *Portfolio Scoring Sheets* in numerical order in the envelope provided.
	5. Store *Portfolio Scoring Sheets* in a secure location until they are shipped to at the local marking site, if a centralized model is used.
	6. Complete the *Student Registration Update Form* for any students who have transferred in or out of the school following the test registration date. Use the *List of Reason Codes to Record Changes in Standards Test Student Registration Numbers* provided in Appendix VI, page 36.
	7. Record and shade in the appropriate Reason Code on the pre-printed *Demographic Data Form* for all students who were absent for all sessions (see Appendix III, page 33).
	8. Record and shade in the appropriate Drop-in Code on the generic *Demographic Data Form* for those students who were not included at the time of registration but were present to write the test (see Appendix IV, page 34).
	9. The student Portfolios (contents approach) remain with the school. They are **not** forwarded to a local marking site nor are they to be forwarded to the Assessment and Evaluation Branch.

Store ALL standards test materials in a secure location. The materials are required for the remaining two components of the standards test.

Checklist of Procedures (Project)

(check ✓)	**Advance Preparations**
	1. Check with your principal to ensure that:
	– appropriate scheduling and allocation of space for the Project component has occurred;
	– the Project materials itemized on the *Packing List* have been inventoried; and
	– arrangements have been made to accommodate the adaptations approved for any students.
	2. Notify students in advance of the:
	– due date for submission of the Project report;
	– dates and times of the three sessions of the Project component; and
	– materials needed to complete the Project report.
	3. Ensure that you have extra supplies and that there is a functioning pencil sharpener and stapler in the room. Students must not exchange materials during the test.
	4. If there is more than one teacher supervising the test, photocopy the *Supervising Teacher Report*.
(check ✓)	**Prior to the Project component** (Please review before each of the 3 sessions)
	1. Ensure that you have access to the following materials:
	– *Packing List*;
	– *Project Resource Packages*;
	– *Attendance Forms*;
	– *Demographic Data Forms* (for students who have arrived since the start of the Portfolio component);
	– *Student Registration Update Form*;
	– *Project Scoring Sheets*;
	– *Supervising Teacher Report*; and
	– *Administration Manual for Supervising Teachers* (this document).
	2. Count the *Project Resource Packages*. The number of packages should equal the number requested by the school plus additional packages. The amount should also match the number on the *Packing List*.
	– If you need to split a bundle of *Project Resource Packages* between classrooms, make a photocopy of the *Attendance Form*. Adjust each copy of the *Attendance Form* to reflect the booklets being used in each classroom.

	3. Arrange the desks so they are spaced as far apart as possible. **Note:** Students may be seated in a circle for brainstorming/group discussion portions of the test, if this is normal classroom practice. Appropriate space should be allowed to accommodate this option.
	4. Make arrangements per school policy to ensure that students who are exempted from writing the test are accommodated in an alternate setting.
(check ✔)	**Session 1**
	1. Distribute the *Project Resource Packages*. Verify that the booklet number corresponds with the student's number on the *Attendance Form*.
	2. Ensure that any students who have not completed a *Demographic Data Form* do so at this time.
	3. Write the time and date of the next session on the board.
	4. Remind students of the Project report due date.
	5. Begin the Project brainstorming session by reading aloud the introductory pages of the *Project Resource Package*.
	6. Instruct students to individually skim through the *Project Resource Package*.
	7. Allow students to orally share ideas related to the Project. Maintain an orderly discussion.
	8. Use the *Attendance Form* to complete the section titled "Student Attendance During Project Sessions". Indicate that a student is absent by recording an "A" on the *Attendance Form*. Students absent for any of the three Project sessions may be granted a make-up session at the classroom teacher's discretion (see sample *Attendance Form*, Appendix V, page 35).
	9. At the conclusion of the session, collect and stack the *Project Resource Packages* in numerical order.
	10. Verify and place all additional *Demographic Data Forms* in numerical order with those already completed.
	11. Please note any unusual circumstances on the *Supervising Teacher Report*.
	12. Return the *Project Resource Packages* and any additional *Demographic Data Forms* to a secure location of the school. Place all additional *Demographic Data Forms* in numerical order with those already completed.
(check ✔)	**Session 2**
	1. Distribute the *Project Resource Packages*. Ensure that students have the same booklet as they had for Session 1.
	2. Ensure students work independently.
	3. Ensure that any students who have not completed a *Demographic Data Form* do so at this time.
	4. Use the *Attendance Form* to indicate each student's presence or absence at Session 2.

	5. At the conclusion of the session, collect and stack the *Project Resource Packages* in numerical order.
	6. Verify and place all additional *Demographic Data Forms* in numerical order with those already completed.
	7. Please note any unusual circumstances on the *Supervising Teacher Report*.
	8. Return the *Project Resource Packages* and *Demographic Data Forms* to a secure location in the school.
(check ✔)	**Session 3**
	1. Distribute the *Project Resource Packages*. Ensure that students have the same booklet as they had for Session 1 and Session 2.
	2. Ensure that any students who have not completed a *Demographic Data Form* do so at this time.
	3. Ensure students work independently.
	4. Use the *Attendance Form* to indicate each student's presence or absence at Session 3.
	5. As students submit their reports for the Project component of the standards test, ensure that the standards test (booklet) number is clearly indicated on the completed project and matches the information on the *Attendance Form*. **Each student must have the same standards test (booklet) number on all materials pertaining to the three components of the test.**
	6. Place a "✔" on the *Attendance Forms* in the "Project Submitted" column once students have submitted their Project report.
	7. Stack the students' Project reports in numerical order.
	8. Stack the *Project Resource Packages* in numerical order.
	9. Complete the *Student Registration Update Form* for any students who have transferred in or out of the school following the test registration date. Use the *List of Reason Codes to Record Changes in Standards Test Student Registration Numbers* provided in Appendix VI, page 36.
	10. Record and shade in the appropriate Reason Code on the pre-printed *Demographic Data Form* for all students who were absent for all sessions (see Appendix III, page 33).
	11. Record and shade in the appropriate Drop-in Code on the generic *Demographic Data Form* for those students who were not included at the time of registration but were present to write the test (see Appendix IV, page 34).
	12. Note any unusual circumstances on the *Supervising Teacher Report*.
	13. Ensure that the number of check marks in the "Project Submitted" column on the *Attendance Form* matches your count of the student Project reports.
	14. Return the Projects (student reports) and *Project Resource Packages* to a secure location in the school. Place all additional *Demographic Data Forms* in numerical order with those already completed.

(check ✔)	**Marking the Project component**
	1. Score the Project component using the recommendations in the *Project Scoring Guide*.
	2. Record student marks on the *Project Scoring Sheets*. Keep a separate record of each student's results for your file.
	3. Place the *Project Scoring Sheets* in numerical order in the envelope provided.
	4. Store *Project Scoring Sheets* in the same secure location as the *Portfolio Scoring Sheets* until they are shipped to a local marking site, if a centralized model is used.
	5. The student Projects remain with the school after marking. They are **not** forwarded to the Assessment and Evaluation Branch.

Store ALL standards test materials in a secure location. The materials are required for the remaining component of the standards test.

Checklist of Procedures (Written Test)

(check ✔)	**Advance Preparations**
	1. Check with your principal to ensure that:
	– appropriate scheduling and allocation of space for the Written Test has occurred;
	– the Written Test materials itemized on the *Packing List* have been inventoried;
	– a replacement supervisor is available to accompany students who must temporarily leave the room during the Written Test; and
	– arrangements have been made to accommodate the adaptations approved for students.
	2. Ensure that all subject-related materials have been removed from the walls and boards.
	3. Notify students in advance of the:
	– time, location and duration of the Written Test;
	– materials needed to write the Written Test (see page 6);
	– *Written Test Rules* (see Appendix I, page 31);
	– list of *Directing Words* (see Appendix II, page 32); and
	– requirement to remain in the Written Test room for at least 45 minutes.
	4. Ensure that you have extra supplies and that there is a functioning pencil sharpener and stapler in the room. Students must not exchange materials during the Written Test.
	5. If there is more than one teacher supervising the Written Test, photocopy the *Supervising Teacher Report*.
	6. Review the sample forms in the Appendices.
(check ✔)	**Prior to the Written Test**
	1. Ensure that you have access to the following materials:
	– *Packing List*;
	– *Written Test Student Booklets*;
	– *Written Test Resource Packages*;
	– *Attendance Forms* (already initiated during the Portfolio and Project components);
	– *Student Registration Update Form*;
	– *Demographic Data Forms* (in envelope provided for storage);
	– scoring sheets;
	– *Supervising Teacher Report*;
	– *Supervising Teacher Feedback Form*;

	– *Principal Feedback Form* (this must be given to the principal and collected before returning test materials to the department);
	– *Administration Manual for Supervising Teachers* (this document); and
	– labelled envelope for return of materials to the Assessment and Evaluation Branch.
	2. Count the *Written Test Student Booklets* and the *Written Test Resource Package* booklets. The number of test booklets and resource packages should equal the number requested by the school plus four additional test booklets and resource packages. This number should also match the number on the *Packing List*. If you need to split a bundle of Written Tests between classrooms, refer to the *Attendance Form*.
	3. Arrange the desks so they are spaced as far apart as possible.
	4. Make arrangements per school policy to ensure that students who are exempted from writing the test are accommodated in an alternate setting.
(check ✔)	**Beginning the Written Test**
	1. Use the *Attendance Form* to distribute:
	– *Written Test Student Booklets*; and
	– *Written Test Resource Packages*.
	2. Ensure that each student receives the correct test booklet by verifying that the test booklet number corresponds to the student name recorded on the *Attendance Form*.
	3. Read aloud to students the *Written Test Rules* (Appendix I, page 31). Read aloud pages *i–iii* in the *Written Test Student Booklet*.
	4. Remind students to: – pace themselves in writing the test; and – check over their work to ensure that all questions have been attempted.
	5. **Instruct students to turn the page and begin. Record the start time on the *Supervising Teacher Report*.**
(check ✔)	**During the Written Test**
	1. Record and shade in the appropriate Reason Code on the pre-printed *Demographic Data Form* for all students who were absent for all sessions (see Appendix III, page 33).
	2. Record and shade in the appropriate Drop-in Code on the generic *Demographic Data Form* for those students who were not included at the time of registration but were present to write the test (see Appendix IV, page 34).
	3. Complete and check the *Student Registration Update Form* for any students who have transferred in or out of the school following the test registration date. Use the *List of Reason Codes to Record Changes in Standards Test Student Registration Numbers* provided in Appendix VI, page 36.

	4. Halfway through the test session, advise students of the amount of time remaining by writing the remaining time on a board.
(check ✔)	**Ending the Written Test**
	1. Inform students that the Written Test has ended. Ask them to stop writing.
	2. Collect the *Written Test Student Booklets* and the *Written Test Resource Packages* from each student.
	3. As students submit their test materials, ensure that each *Written Test Student Booklet* number matches the information on the *Attendance Form*. Each student must have the same number on all documents for all three components of the standards test.
	4. Place a check "✔" on the *Attendance Form* under the column headed "Written Test Booklet Submitted" as students submit their booklets.
	5. **Record the time students finish writing the test on the *Supervising Teacher Report*.** Do not include the extra time given for late arrivals or for students with adaptations.
	6. Stack the *Written Test Student Booklets* in numerical order.
	7. Complete the *Supervising Teacher Report*. Note any unusual circumstances on this report.
	8. Ensure that the number of check marks in the "Written Test Booklet Submitted" column on the *Attendance Form* matches your count of the *Written Test Student Booklets*.
	9. Make one or two copies of the *Attendance Form* and *Supervising Teacher Report*. One copy of each must be retained by the school and one forwarded to the local marking site, if a centralized marking model is used.
	10. Collect the *Principal Feedback Form*.
	11. Complete the *Supervising Teacher Feedback Form*.
	12. Return all Written Test materials and feedback forms to the secure area in the school until the commencement of marking in your school or until materials are forwarded to the local marking site.
(check ✔)	**Marking the Written Test**
	1. a) Centralized Local Marking Store *Portfolio, Project* and *Written Test Scoring Sheets* in the same secure location until they are shipped to a local marking site. Follow the recommendations in the *Information for Local Marking of Senior 4 Consumer Mathematics (40S) Standards Test* and the *Written Test Marking Guide*.
	b) Individual Local Marking Follow the instructions in the *Written Test Marking Guide*.
	2. Record student marks on the *Written Test Scoring Sheets*. Keep a separate record of each student's results for your file.

	3. Place the *Written Test Scoring Sheets* in numerical order in the envelope provided.
	4. The *Written Test Student Booklets* remain with the school after marking. They are **not** forwarded to the Assessment and Evaluation Branch.

Prepare test materials from all three components of the Senior 4 Consumer Mathematics (40S) Standards Test for shipping according to the instructions on the following pages.

Points to Remember

- Remain in the classroom throughout the entire test session and engage in work solely related to the duties of supervising the test.
- A replacement supervisor must be available to assist you.
- Store all documents not in use in a secure area in the school.
- Ensure that once a booklet number has been assigned to a student, all materials distributed to that student have the same booklet number.
- Students may **not** have access to their *Project Resource Packages* between sessions.
- Students may **not** bring anything produced outside of class into the Written Test session.

Submitting Materials

Schools may use a variety of marking models for the Senior 4 Consumer Mathematics (40S) Standards Test. The directions for returning test materials are specific to the marking model used.

School-based Marking and Centralized Marking (one or more components scored at a central location)

Before marking

Method 1

It is essential that the following materials are packaged and forwarded **to the local marking site** immediately after completion of the test on January 19, 2004:

- **All used** *Written Test Student Booklets*;
- **All used** *Written Test Scoring Sheet*;
- Copy of the *Supervising Teacher Report*;
- **All used** *Portfolio Scoring Sheets*;
- **All used** *Project Scoring Sheets*;
- **All original** *Attendance Forms*;
- **All used** *Demographic Data Forms* (in envelope provided);
- *Student Registration Update Form*;
- *Supervising Teacher Report*;
- *Supervising Teacher Feedback Form*;
- *Principal Feedback Form*;
- **All** damaged or misprinted booklets; and
- *Local Marking Co-ordinator Feedback Form.*

OR

Method 2

It is essential that the following materials are packaged and forwarded **to the local marking site** immediately after completion of the test on January 19, 2004:

- **All used** *Written Test Student Booklets*;
- **All used** *Written Test Scoring Sheets*;
- Copy of the *Attendance Forms*; and
- Copy of the *Supervising Teacher Report*.

All other documentation should be verified and returned **to the Assessment and Evaluation Branch** by the supervising teacher after completion of the test on January 19, 2004.

- **All used** *Portfolio Scoring Sheets*;
- **All used** *Project Scoring Sheets*;
- **All original** *Attendance Forms*;
- **All used** *Demographic Data Forms* (in envelope provided);
- *Student Registration Update Form*;
- *Supervising Teacher Report*;
- *Supervising Teacher Feedback Form*;
- *Principal Feedback Form*;
- *Local Marking Co-ordinator Feedback Form*; and
- **All** damaged or misprinted booklets.

School-based and Classroom-based Marking (all three components scored by classroom teacher)

When local marking is done at the school or classroom level, the school is responsible for sending the materials to the Assessment and Evaluation Branch.

After local marking is completed, prepare a package to be received by the Assessment and Evaluation Branch no later than January 30, 2004.

The package must include:

- **All original** *Attendance Forms*;
- **All used** *Demographic Data Forms*;
- *Student Registration Update Form*;
- *Supervising Teacher Report*;
- *Supervising Teacher Feedback Form*;
- *Principal Feedback Form*;
- **All** *Portfolio Scoring Sheets*;
- **All** *Project Scoring Sheets*;
- **All** *Written Test Scoring Sheets*;
- *Local Marking Co-ordinator Feedback Form*; and
- **All** damaged or misprinted booklets.

Shipping materials to the department

Jurisdictions within the City of Winnipeg send packages directly to the Assessment and Evaluation Branch via Mid-Canada Courier (989-5630). The person placing the call should quote **account number E901,** give the jurisdiction name, address, and the name of the contact person.

Jurisdictions outside the City of Winnipeg return their package by Xpresspost. It is very important to package all materials in the **Xpresspost Flexipack envelope** provided whenever possible.

After the package is sealed, deliver it to the local post office.

We have provided sufficient materials for the return of **one** envelope/package. If you must send a second envelope/package, photocopy the mailing address label and affix the copy to the second package. Note you must use a photocopy of the mailing address label as it provides Canada Post with billing information. Ask the postal clerk for an additional bar code label to attach to the second envelope/package. Ensure that the school representative retains the bar code number in case tracing the package is required.

Return **all** scoring sheets. We remind you that payments will be made according to the number of completed marking sheets received.

Appendices

Appendix I: Written Test Rules

Senior 4 Consumer Mathematics (40S) Standards Test

The supervising teacher is expected to read these rules aloud to students at the beginning of the Senior 4 Consumer Mathematics (40S) Standards Test—Written Test:

- Check the title of your *Written Test Resource Package* and *Written Test Student Booklet* carefully. Make certain that the number of your test booklet corresponds with the number that you used for your Portfolio and Project booklets.
- During this test session, do not proceed until instructed to do so.
- If you receive a damaged or misprinted booklet, raise your hand and I will give you a new one.
- You are expected to remain in the test room for **45 minutes**. (You may leave before that time in exceptional circumstances such as illness, when accompanied by a supervisor.)
- At the beginning of the session you should only have a *Written Test Student Booklet*, a *Written Test Resource Package*, an HB lead pencil, an eraser, a ruler and a non-graphing calculator. No other materials are permitted. Do not exchange test materials and calculators.
- You will not give assistance to, nor receive assistance from another student. If you require something during the test, raise your hand and I will come to you.
- During the test I can help you with the directions, but I will not be able to help you with the test questions.
- Do **not** identify yourself, your school, teacher or town in your test booklet.
- When I ask you to stop writing, put your pencil down immediately.
- You may not discard any materials. The test booklet must remain intact unless otherwise instructed. Any extra paper used must be stapled into the test booklet on the appropriate page. You may **not** leave the room with any materials pertaining to the test.

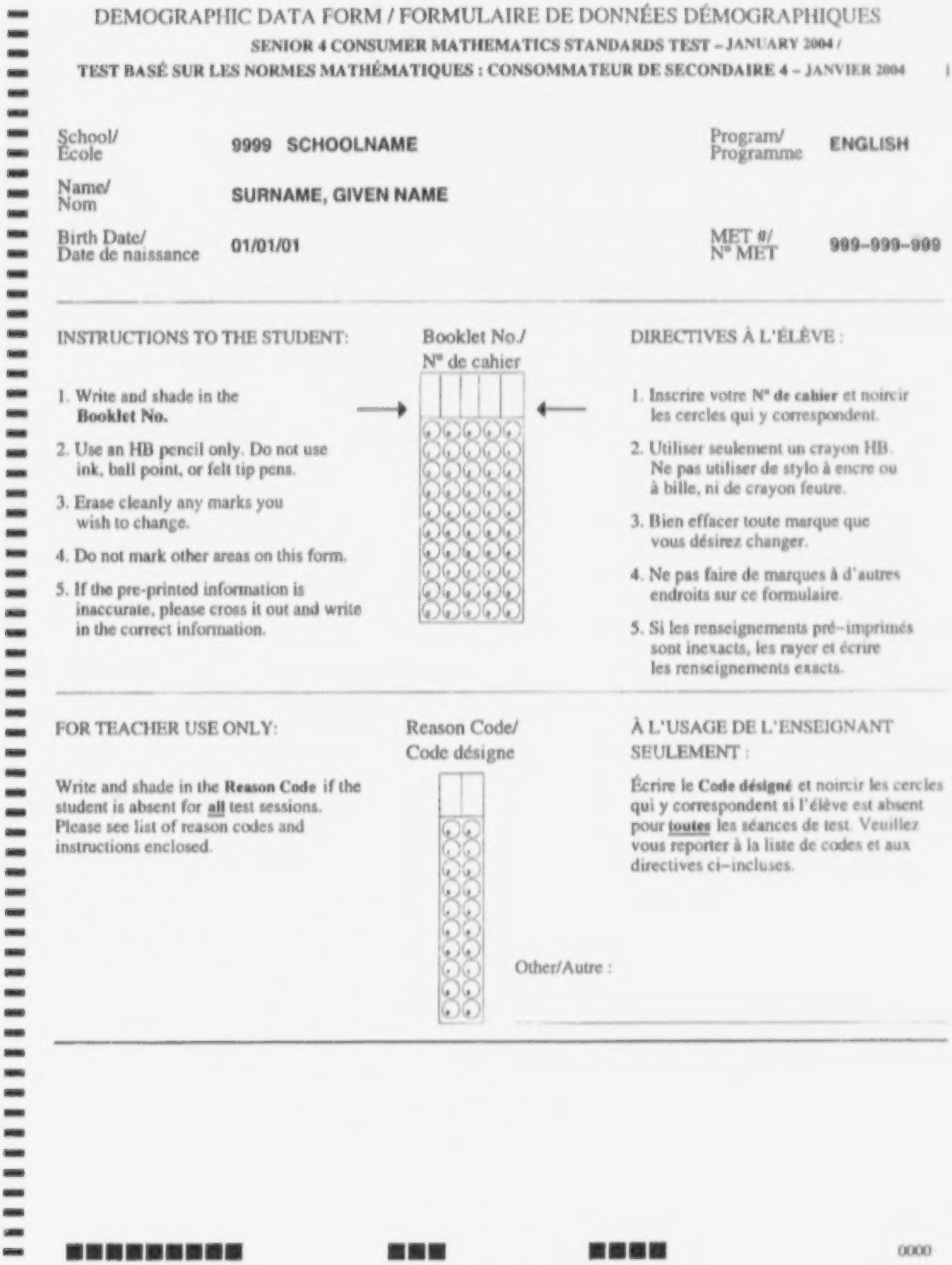
Appendix II: Directing Words

Senior 4 Consumer Mathematics (40S) Standards Test

Directing Words in the Written Test

The Word	The question is asking for...
identify/list/name/state	a label or title of an item, concept or method
defend/justify/support	an explanation, information, or evidence that shows why your method, idea or answer is good
describe/explain/express	words or symbols, diagrams, a chart or graph, or other methods that **make clear** what you mean or what you are thinking
illustrate/sketch	a reasonably neat picture or diagram (not necessarily to scale) that shows or explains an idea or method
draw	a diagram to scale or graph that shows or explains an idea or method
calculate/convert /determine/find	a mathematical formula or algebraic equation or numerical calculation to solve a problem
plot	placement of a point or points on a graph NEW!

Appendix III: Sample Pre-printed Demographic Data Form



DEMOGRAPHIC DATA FORM / FORMULAIRE DE DONNÉES DÉMOGRAPHIQUES

SENIOR 4 CONSUMER MATHEMATICS STANDARDS TEST – JANUARY 2004 /

TEST BASÉ SUR LES NORMES MATHÉMATIQUES : CONSOMMATEUR DE SECONDAIRE 4 – JANVIER 2004

School/ École **9999 SCHOOLNAME**

Program/ Programme **ENGLISH**

Name/ Nom **SURNAME, GIVEN NAME**

Birth Date/ Date de naissance **01/01/01**

MET #/ N° MET **999–999–999**

INSTRUCTIONS TO THE STUDENT:

1. Write and shade in the **Booklet No.**
2. Use an HB pencil only. Do not use ink, ball point, or felt tip pens.
3. Erase cleanly any marks you wish to change.
4. Do not mark other areas on this form.
5. If the pre-printed information is inaccurate, please cross it out and write in the correct information.

Booklet No./ N° de cahier

DIRECTIVES À L'ÉLÈVE :

1. Inscrire votre **N° de cahier** et noircir les cercles qui y correspondent.
2. Utiliser seulement un crayon HB. Ne pas utiliser de stylo à encre ou à bille, ni de crayon feutre.
3. Bien effacer toute marque que vous désirez changer.
4. Ne pas faire de marques à d'autres endroits sur ce formulaire.
5. Si les renseignements pré–imprimés sont inexacts, les rayer et écrire les renseignements exacts.

FOR TEACHER USE ONLY:

Write and shade in the **Reason Code** if the student is absent for **all** test sessions. Please see list of reason codes and instructions enclosed.

Reason Code/ Code désigne

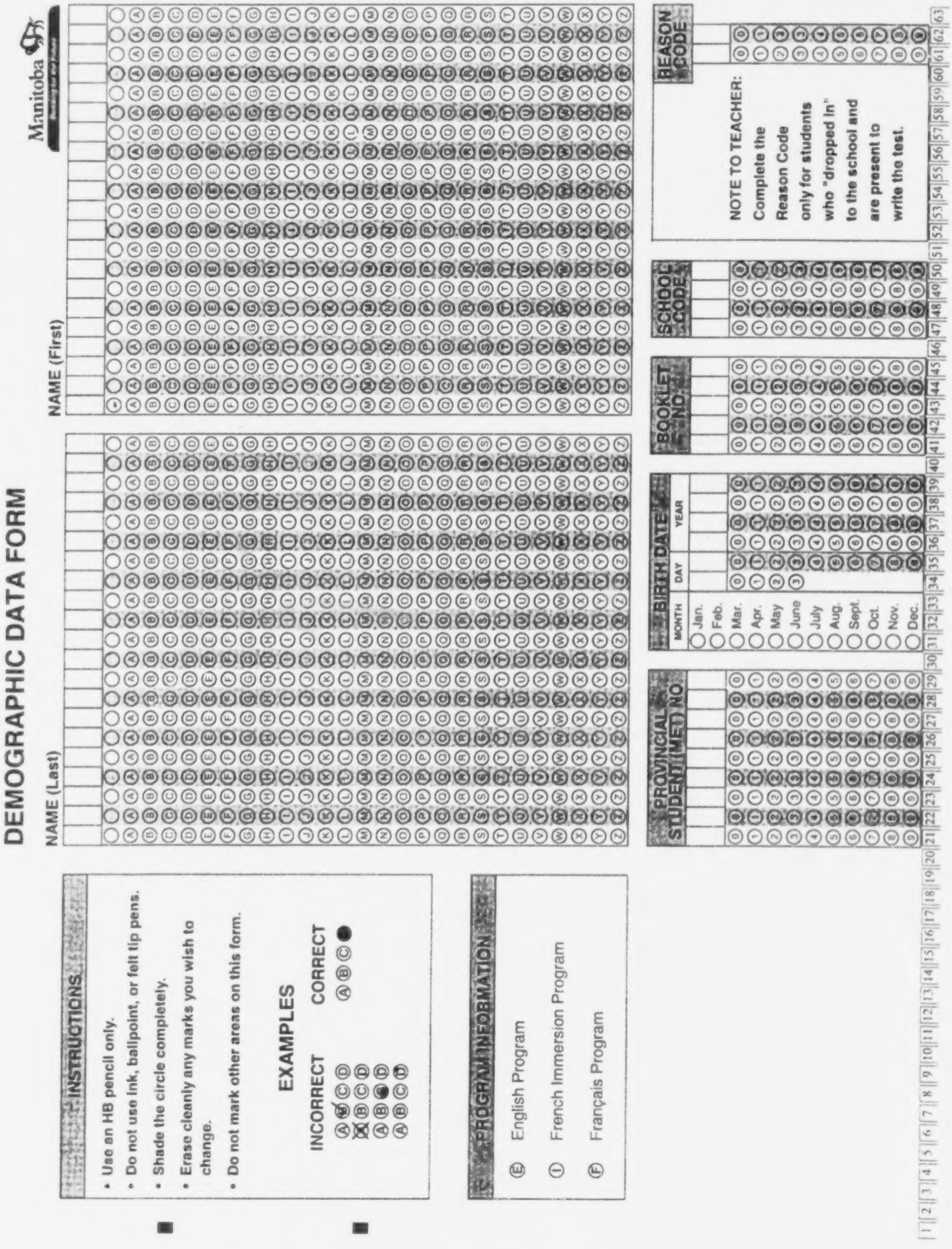
À L'USAGE DE L'ENSEIGNANT SEULEMENT :

Écrire le **Code désigné** et noircir les cercles qui y correspondent si l'élève est absent pour **toutes** les séances de test. Veuillez vous reporter à la liste de codes et aux directives ci–incluses.

Other/Autre :

0000

Appendix IV: Sample Generic Demographic Data Form



DEMOGRAPHIC DATA FORM

Manitoba

NAME (Last)

NAME (First)

INSTRUCTIONS

- Use an HB pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Shade the circle completely.
- Erase cleanly any marks you wish to change.
- Do not mark other areas on this form.

EXAMPLES

INCORRECT

CORRECT

PROGRAM INFORMATION

Ⓔ English Program

Ⓘ French Immersion Program

Ⓕ Français Program

PROVINCIAL STUDENT (MET) NO.

BIRTH DATE

MONTH

○ Jan.
○ Feb.
○ Mar.
○ Apr.
○ May
○ June
○ July
○ Aug.
○ Sept.
○ Oct.
○ Nov.
○ Dec.

DAY

YEAR

BOOKLET NO.

SCHOOL CODE

REASON CODE

NOTE TO TEACHER: Complete the Reason Code only for students who "dropped in" to the school and are present to write the test.

Appendix V: Sample Attendance Form

School Number: 9999
Somewhere School
Somewhere Address
Somewhere MB R0R 0R0

Page _____ of _____

ATTENDANCE FORM—SEMESTER 1—2003–2004

Senior 4 Consumer Mathematics (40S) Standards Test

Booklet Number	Student Name (*please print*)	*Demographic Data Form* Submitted (check ✔)	Portfolio Submitted (check ✔)	Student Attendance During Project Sessions[1]			Project Submitted (check ✔)	Written Test[2] Booklet Submitted (check ✔)
				S1	S2	S3		
10001	SANDRA WONG	✔	✔	✔	✔	A	✔	
10002	KEVIN MELNYCHUK	✔	✔	✔	A	A		✔
10003	DAMAGED							
10004	DALLAS SEVERN	✔	✔	✔	✔	A	✔	✔
10005	MANUEL SOUSA	✔		✔	A^{M}	✔	✔	✔
10006	ROBERT SMITH	✔	✔	✔	✔	✔	✔	✔
10007	UNUSED							
~~10008~~	Used with 10004 (damaged)							
~~10009~~	Used in another classroom							
~~10010~~	Used in another classroom							

[1] *For each Project session, record a "✔" for Present. An "A" indicates a student is Absent. "A^{M}" indicates student absence and make-up session held later.* Make-up sessions may be conducted at the classroom teacher's discretion **for the Project component only**.

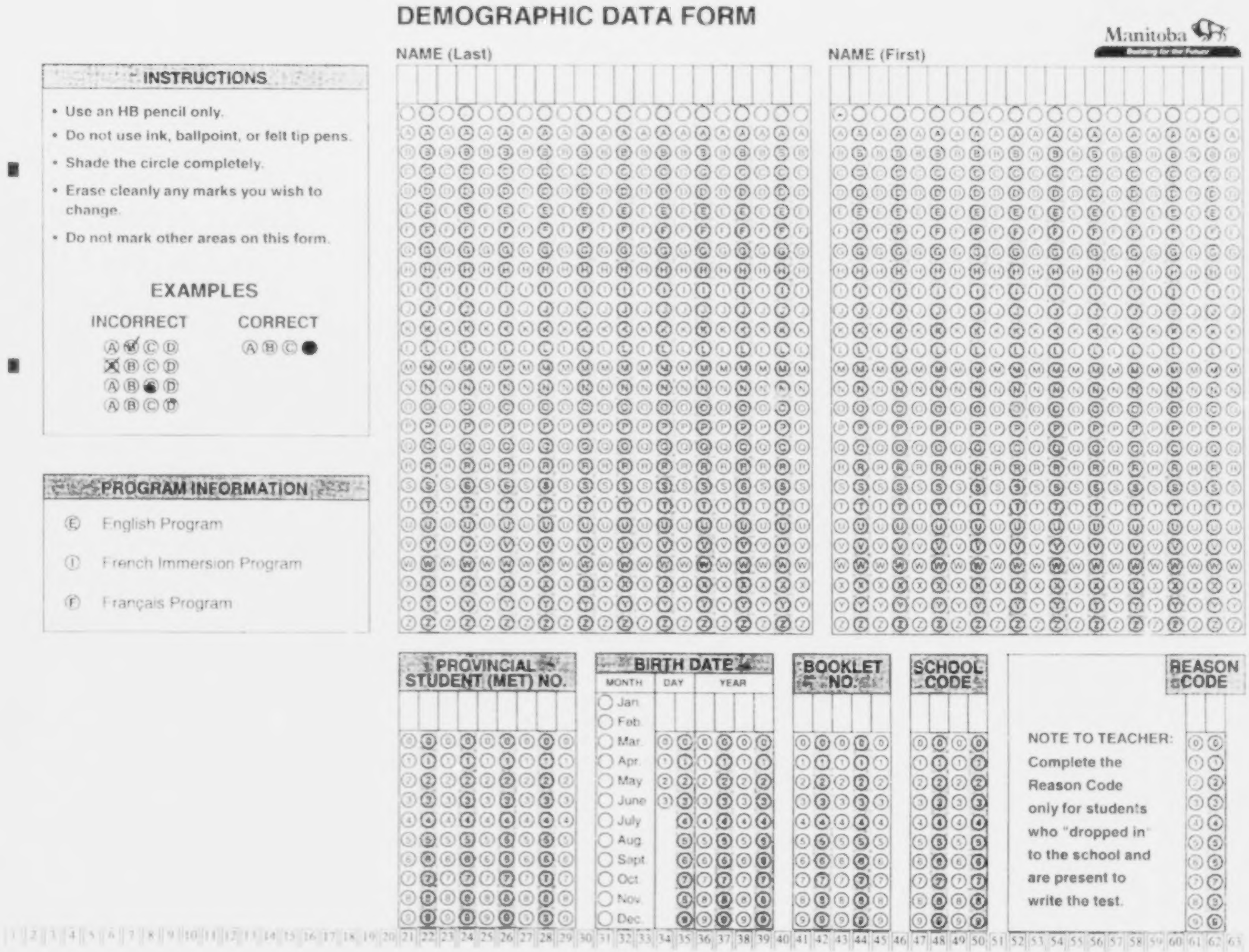
[2] *There are no make-up sessions for the Written Test.*

Mrs. Gail Cronkite

Supervising Teacher's Name (*please print*)

Please retain a copy of this form for your records. You will need a copy of this form to link your locally marked test with a student's name.

Appendix IV: Sample Generic Demographic Data Form



DEMOGRAPHIC DATA FORM

Manitoba
Building for the Future

NAME (Last)

NAME (First)

INSTRUCTIONS

- Use an HB pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Shade the circle completely.
- Erase cleanly any marks you wish to change.
- Do not mark other areas on this form.

EXAMPLES

INCORRECT	CORRECT
Ⓐ✓Ⓒ Ⓓ	Ⓐ Ⓑ Ⓒ ●
☒ Ⓑ Ⓒ Ⓓ	
Ⓐ Ⓑ ● Ⓓ	
Ⓐ Ⓑ Ⓒ Ⓓ	

PROGRAM INFORMATION

Ⓔ English Program

Ⓘ French Immersion Program

Ⓕ Français Program

PROVINCIAL STUDENT (MET) NO.

BIRTH DATE

MONTH	DAY	YEAR
○ Jan.		
○ Feb.		
○ Mar.		
○ Apr.		
○ May		
○ June		
○ July		
○ Aug.		
○ Sept.		
○ Oct.		
○ Nov.		
○ Dec.		

BOOKLET NO.

SCHOOL CODE

REASON CODE

NOTE TO TEACHER:
Complete the Reason Code only for students who "dropped in" to the school and are present to write the test.

Appendix V: Sample Attendance Form

School Number: 9999
Somewhere School
Somewhere Address
Somewhere MB R0R 0R0

Page _____ of _____

ATTENDANCE FORM—SEMESTER 1—2003–2004

Senior 4 Consumer Mathematics (40S) Standards Test

Booklet Number	Student Name (*please print*)	*Demographic Data Form* Submitted (check ✓)	Portfolio Submitted (check ✓)	Student Attendance During Project Sessions[1]			Project Submitted (check ✓)	Written Test[2] Booklet Submitted (check ✓)
				S1	S2	S3		
10001	SANDRA WONG	✓	✓	✓	✓	A	✓	
10002	KEVIN MELNYCHUK	✓	✓	✓	A	A		✓
10003	DAMAGED							
10004	DALLAS SEVERN	✓	✓	✓	✓	A	✓	✓
10005	MANUEL SOUSA	✓		✓	A^{M}	✓	✓	✓
10006	ROBERT SMITH	✓	✓	✓	✓	✓	✓	✓
10007	UNUSED							
~~10008~~	Used with 10004 (damaged)							
~~10009~~	Used in another classroom							
~~10010~~	Used in another classroom							

[1] ***For each Project session, record a "✓" for Present. An "A" indicates a student is Absent. "A^{M}" indicates student absence and make-up session held later.*** Make-up sessions may be conducted at the classroom teacher's discretion **for the Project component only**.

[2] ***There are no make-up sessions for the Written Test.***

Mrs. Gail Cronkite
Supervising Teacher's Name (*please print*)

Please retain a copy of this form for your records. You will need a copy of this form to link your locally marked test with a student's name.

Appendix VI: List of Reason Codes to Record Changes in Standards Test Student Registration Numbers

(Please use these codes to complete the *Student Registration Update Form* and the *Demographic Data Form* before returning them to the Assessment and Evaluation Branch in January 2004.)

ABSENT	
01	arrived too late to write the test
02	did not write due to weather
03	family/personal reasons
04	medical/illness/accident
05	out-of-town activity (athletic/academic)
06	religious objections
07	student refused to write
08	unexcused
09	working
19	other (please specify)

WITHDRAWN	
22	dropped course
23	incarcerated/court
24	medical/illness/accident
25	family/personal reasons
26	poor attendance/progress
27	quit school
29	other (please specify)

INCOMPLETE	
40	continuing course/program next semester
41	no work completed
49	other (please specify)

ERRORS IN REGISTRATION	
20	changed program
21	deceased
50	already has credit
51	auditing the course
52	exchange student
53	registered twice
54	quarter system projected registration
55	registered in wrong grade
59	other (please specify)

EXEMPTIONS	
60	emotional/psychological condition or circumstances
61	"M" credit designation
62	"E" credit designation
63	"phase d'accueil—bloc intensif" designation
69	other (please specify)

DROP INS	
70	forgotten on original test registration
71	late registration to course
72	transferred in from another school/province/country
73	rewrite (not currently enrolled)
79	other (please specify)

MIGRANCY	
90	transferred to another school within the province
91	transferred to another school outside of the province
99	other (please specify)

[illegible]

Senior 4 Consumer Mathematics (40S) Standards Test

Portfolio

Guide for Teachers

2004

Manitoba
Building for the Future

This package contains:

- Introductory Information
- *Student Organizer Sheet*
- Student reflection sheets with Portfolio questions
- Recommended Portfolio Scoring Strategy
- *Portfolio Scoring Rubric*
- *Portfolio Recording Sheet*

Introductory Information

The Portfolio component of the Senior 4 Consumer Mathematics (40S) Standards Test has a classroom-based administration and may be scored using either a contents approach or an interview approach at the discretion of the classroom teacher.

The questions for the Portfolio component are designed to function as both writing prompts (contents approach) and interview prompts (interview approach).

Teachers are encouraged to have students complete preparatory work on the reflection sheets towards the end of the course and to begin the Portfolio component process prior to the two-week assessment period to allow sufficient time for interviewing and/or marking.

Recommendations for Preparing Students for the Portfolio component

1. Inform students whether they will be submitting their portfolios for marking (contents approach) or whether they will be bringing their portfolios to a 20-minute interview (interview approach).

2. Share the scoring rubric with students. The more information they have on the method of evaluation, the more prepared they will be to meet the expectations.

3. Remind students to use the *Student Organizer Sheet* to assist them in selecting work samples that illustrate different skills as well as different units of study. For example, selecting three tests from three different units will not score as well as three different types of consumer mathematics activities from three different units. Selecting a variety of work samples will also help eliminate repetitious explanations.

4. Inform students that their reflection sheets are the method by which they will be evaluated if the contents approach is being used. If the interview approach is being used, the reflection sheets provide pointers for discussion during the interview.

5. Explain to students that each reflection sheet has two major questions followed by sub-questions. These questions are designed as focal points for their written response (contents approach). In the interview approach, these are the verbal prompts that the interviewer uses to elicit a response from them about each portfolio selection.

6. Make students aware that for reasons of fair assessment, interviewers will not stray from the prompts provided on the reflection sheets. Similarly, when using the contents approach, teachers will not proofread or make suggestions about written responses prior to submission.

Recommendations for Administering the Portfolio component

1. Introduce the practice of maintaining a portfolio early in the year. Inform students that part of their assessment will be based on their portfolio.
2. Create a system for organizing and storing portfolios. Some teachers have had students use storage containers such as pizza boxes, file folders or accordion files.
3. Form your decision to interview students or mark their submitted portfolios early in the semester/year. Inform the students of your plan.
4. Plan sufficient time and reserve a quiet place for interviewing/marking the Portfolio component. All marks must be recorded by January 19, 2004.
5. **Photocopy sufficient quantities** of the *Student Organizer Sheet* and student reflection sheets. Distribute the sheets to students to allow sufficient time for them to make good choices in their sample selections and to construct thorough responses.
6. If interviewing, relax the student by describing the process. Let the student know in advance that you will be jotting down notes as the interview proceeds to help you recall the details.
7. Keep the recording sheets in a secure location with demographic forms and the *Attendance Form*. The *Attendance Form* is required during the remaining two parts of the standards test.

Recommendations for Scoring the Portfolio component

This package contains sufficient numbers of scan sheets (based on the number of students registered for your course) for recording portfolio scores. Keep a record of each student's results. A recording sheet template is provided to assist you.

Specific directions for scoring the portfolios are listed on page 13.

Student Organizer Sheet

Senior 4 Consumer Mathematics (40S) Standards Test: Portfolio

Please include the following six (6) work samples and their accompanying Reflection Sheet:

☑ **Career/Life Project**
  – *Portfolio Sample: Career/Life Project Reflection Sheet*

☑ **Personal Income Tax Form**
  – *Portfolio Sample: Personal Income Tax Form Reflection Sheet*

☑ **Design and Measurement Project**
  – *Portfolio Sample: Design and Measurement Reflection Sheet*

☑☑☑ **Three (3) work samples of your choice**
  – Samples from three (3) different units demonstrating a variety of skills and strategies (see list of types of samples for suggestions)
  – *Portfolio Sample: Student Choice Reflection Sheet* (one for each sample)

Unit of Study:

☐ Problem Analysis
☐ Investigative Project
☐ Analysis of Games and Numbers
☐ Government Finances
☐ Investments
☐ Personal Finance
☐ Design and Measurement
☐ Statistics
☐ Variation and Formulas

Types of Work Samples (suggestions):

☐ Budget
☐ Daily Assignment
☐ Journal Entry
☐ Technology/Spreadsheet/CAD
☐ Other (specify) ______________
☐ Case Study
☐ Discussion Notes
☐ Project
☐ Test/Quiz
☐ Chart/Graph/Diagram
☐ Game/Puzzle
☐ Research
☐ Unit Summary

Booklet No.:

Portfolio Sample: Career/Life Project Reflection Sheet

PART A: THE CONSUMER MATHEMATICS CONNECTION

Describe your Career/Life Project.

- How did you choose the career?
- How did you research the project?
- What math-related skills did you use?
- How does this project connect to Consumer Mathematics?

PART B: THE REAL WORLD CONNECTION

Explain how this project might help you plan for your future.

- What did you learn about your personal skills and interests by doing this project?
- How does this project connect to everyday life?

Booklet No.:

Portfolio Sample:
Personal Income Tax Form Reflection Sheet

PART A: THE CONSUMER MATHEMATICS CONNECTION

Describe your sample Personal Income Tax Form.

- What math-related skills did you use to complete the Personal Income Tax Form?
- What information did you need to complete the Personal Income Tax Form?
- How does the Personal Income Tax Form relate to other units in Consumer Mathematics?

PART B: THE REAL WORLD CONNECTION

Explain the use of Personal Income Tax Forms.

- How does Personal Income Tax Form preparation connect to everyday life?
- Why are Personal Income Tax Forms required for both Manitoba and Canada?

Booklet No.:

Portfolio Sample: Design and Measurement Reflection Sheet

PART A: THE CONSUMER MATHEMATICS CONNECTION

Describe your sample Design and Measurement project.

- What did you learn about design and measurement in this project?
- What processes were involved in completing this project?
- How do the math-related skills in this project connect to other units in Consumer Mathematics?

PART B: THE REAL WORLD CONNECTION

Explain how this sample connects to everyday life.

- What did you learn about your personal skills and interests?
- What types of activities or workplaces use this kind of design and measurement?

Booklet No.:

Portfolio Sample: Student Choice Reflection Sheet

Summary

Unit:

☐ Problem Analysis
☐ Investigative Project
☐ Analysis of Games and Numbers
☐ Government Finances
☐ Investments
☐ Personal Finance
☐ Design and Measurement
☐ Statistics
☐ Variation and Formulas

Types of Sample:

☐ Budget
☐ Daily Assignment
☐ Journal Entry
☐ Technology/Spreadsheet/CAD
☐ Other (specify) ______________
☐ Case Study
☐ Discussion Notes
☐ Project
☐ Test/Quiz
☐ Chart/Graph/Diagram
☐ Game/Puzzle
☐ Research
☐ Unit Summary

PART A: THE CONSUMER MATHEMATICS CONNECTION

Describe your sample.

- Why is this sample important to include in your portfolio?
- What processes were involved in completing this sample?
- What math-related skills did you use?
- How does this sample connect to the themes and/or units in Consumer Mathematics?

PART B: THE REAL WORLD CONNECTION

Explain how this sample connects to everyday life.

- What did you learn about your personal skills and interests?
- What types of activities or workplaces use this kind of information?

Recommended Portfolio Scoring Strategy

Students are scored on 2 dimensions: format and reflection—using a pre-established scoring rubric (see next page) whether an interview approach is being used or a contents approach is being used.

Dimension 1—Format

THE MARKER HOLISTICALLY SCANS THE PORTFOLIO

This scoring dimension focuses on overall impression, neatness and completeness. The marker is answering the question, "Generally, are the portfolio samples varied, legible, carefully arranged?" The following marking strategy is recommended:

- Scan the student's portfolio for a general sense of how the student has selected samples and arranged them.
- Read the descriptors under Level 2 (which are identical to the learning outcomes) and decide if they are appropriate. If not, read the descriptors of the level above or below.
- If only some of the descriptors in a particular level of performance fit, determine the degree to which the student is approaching the next or previous level and whether the "approaching level" is a more appropriate description of the portfolio.
- If the student's portfolio contains less than the 3 mandatory samples, select the "insufficient information" descriptor.

Dimension 2—Reflection

THE MARKER HOLISTICALLY CONSIDERS EACH STUDENT SAMPLE

Dimension 2 focuses on each sample in the student's portfolio collection. The marker is answering the question, "For each sample, has the student linked the content of the reflection sheet to the work sample in terms of real world connections and consumer mathematics skills and strategies?"

The marker is searching for evidence of mathematical analysis and synthesis as it relates to the real world and other units of study. The following marking strategy is recommended:

- Read each student's reflection sheet for evidence of specific reflections related to each portfolio sample. [If using the interview approach, ask the student to respond orally to each prompt.]
- Form a judgement on the logic of reasoning in terms of each sample provided, the mathematical connections and the connections to the real world. [If using the interview approach, form a judgement based on the logic provided orally by the student.]

The "insufficient information" category is used when the marker cannot make a judgement on the portfolio for any of the following reasons:

- The portfolio is not legible
- No student reflection is provided/the reflection sheet is missing
- The portfolio does not fit the descriptors on the rubric
- The portfolio is not submitted*

* Shade in the "no submission" bubble beside the "Total Score" in addition to the "insufficient information" bubbles.

	Consumer Mathematics 40S **PORTFOLIO Scoring Rubric***	**Level 1 Descriptors**	**Level 2 Descriptors**	**Level 3 Descriptors**
Format	**Context**	**Incomplete Portfolio:** *Unclear, inconsistent or incomplete portfolio*	**Complete Portfolio:** *Relatively clear and complete portfolio*	**Clear, Complete Portfolio:** *Clear, coherent, and complete portfolio*
	• Overall Impression	• Disorganized; some parts are legible	• Organized; all parts are legible	• Organized; all parts are easy to read
	• Selection (variety)	• Limited selection of samples; some samples are missing or incomplete	• Complete selection of samples; all samples are complete and relevant	• Complete and varied selection of samples; all samples are complete and relevant
Reflection	**Collection: Analysis/Synthesis**	**Limited Reflections:** *Reflections on reflection sheets are sketchy, vague, or not present*	**Routine Reflections:** *Reflections on reflection sheets are limited, general or similar*	**Thorough/Insightful Reflections:** *Reflections are insightful or specific to samples*
	• Mathematical Connection (question 1)	• Errors in reasoning; ideas are sometimes unrelated to mathematical concepts	• Logical reasoning; ideas are related to mathematical concepts	• Insightful reasoning; ideas combine mathematical concepts
		• Explanation relates loosely to portfolio work sample	• Explanation relates generally to portfolio work sample	• Explanation is linked directly to portfolio work sample
	• Real World Connection (question 2)	• No attempt to connect across concepts or to everyday life	• Connects mathematical concepts to everyday life where applicable	• Makes multiple or in-depth connections between mathematical concepts and everyday life where applicable

Performance Level:	**Level 1**	**Approaching Level 2**	**Level 2**	**Approaching Level 3**	**Level 3**

*REVISED 2003

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PLEASE DO NOT WRITE IN THIS AREA
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Senior 4 Consumer Mathematics (40S) Standards Test—2004

Portfolio Scoring Sheet

NEW!

INSTRUCTIONS

- Use an HB pencil only.
- Do not use ballpoint or felt tip pens.
- Do not mark other areas on this form.
- Shade the appropriate circle.
- Erase cleanly any marks you wish to change.

CORRECT: ● INCORRECT: ⊘☒◒◔

○ **INTERVIEW APPROACH**

○ **CONTENTS APPROACH**

		Insufficient Information	Level 1	Approaching Level 2	Level 2	Approaching Level 3	Level 3	
Format	**Context** • Overall Impression • Selection	⓪	①	②	③	④	⑤	101
(25)	**SUBTOTAL (5 x Score)**							
Reflection	**Collection: Analysis/Synthesis**							
	Sample 1: Career/Life Project							
	• Mathematical Connection (Part A)	⓪	①	②	③	④	⑤	102
	• Real World Connection (Part B)	⓪	①	②	③	④	⑤	103
	Sample 2: Personal Income Tax Form							
	• Mathematical Connection (Part A)	⓪	①	②	③	④	⑤	104
	• Real World Connection (Part B)	⓪	①	②	③	④	⑤	105
	Sample 3: Design and Measurement							
	• Mathematical Connection (Part A)	⓪	①	②	③	④	⑤	106
	• Real World Connection (Part B)	⓪	①	②	③	④	⑤	107
	Sample 4: (Choice 1)							
	• Mathematical Connection (Part A)	⓪	①	②	③	④	⑤	108
	• Real World Connection (Part B)	⓪	①	②	③	④	⑤	109
	Sample 5: (Choice 2)							
	• Mathematical Connection (Part A)	⓪	①	②	③	④	⑤	110
	• Real World Connection (Part B)	⓪	①	②	③	④	⑤	111
	Sample 6: (Choice 3)							
	• Mathematical Connection (Part A)	⓪	①	②	③	④	⑤	112
	• Real World Connection (Part B)	⓪	①	②	③	④	⑤	113
(75)	**SUBTOTAL (1.25 x Score)**							
	No submission	Ⓝ	**TOTAL SCORE** /100					

	Consumer Mathematics 40S **PORTFOLIO Scoring Rubric***	**Level 1 Descriptors**	**Level 2 Descriptors**	**Level 3 Descriptors**
Format	**Context**	**Incomplete Portfolio:** *Unclear, inconsistent or incomplete portfolio*	**Complete Portfolio:** *Relatively clear and complete portfolio*	**Clear, Complete Portfolio:** *Clear, coherent, and complete portfolio*
	• Overall Impression	• Disorganized; some parts are legible	• Organized; all parts are legible	• Organized; all parts are easy to read
	• Selection (variety)	• Limited selection of samples; some samples are missing or incomplete	• Complete selection of samples; all samples are complete and relevant	• Complete and varied selection of samples; all samples are complete and relevant
Reflection	**Collection: Analysis/Synthesis**	**Limited Reflections:** *Reflections on reflection sheets are sketchy, vague, or not present*	**Routine Reflections:** *Reflections on reflection sheets are limited, general or similar*	**Thorough/Insightful Reflections:** *Reflections are insightful or specific to samples*
	• Mathematical Connection (question 1)	• Errors in reasoning; ideas are sometimes unrelated to mathematical concepts	• Logical reasoning; ideas are related to mathematical concepts	• Insightful reasoning; ideas combine mathematical concepts
		• Explanation relates loosely to portfolio work sample	• Explanation relates generally to portfolio work sample	• Explanation is linked directly to portfolio work sample
	• Real World Connection (question 2)	• No attempt to connect across concepts or to everyday life	• Connects mathematical concepts to everyday life where applicable	• Makes multiple or in-depth connections between mathematical concepts and everyday life where applicable

Performance Level:	Level 1	Approaching Level 2	Level 2	Approaching Level 3	Level 3

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Senior 4 Consumer Mathematics (40S) Standards Test—2004

Portfolio Scoring Sheet

NEW!

INSTRUCTIONS

- Use an HB pencil only.
- Do not use ballpoint or felt tip pens.
- Do not mark other areas on this form.
- Shade the appropriate circle.
- Erase cleanly any marks you wish to change.

CORRECT: ● INCORRECT: ⌀☒◒◔

○ INTERVIEW APPROACH

○ CONTENTS APPROACH

		Insufficient Information	Level 1	Approaching Level 2	Level 2	Approaching Level 3	Level 3	
Format	**Context** • Overall Impression • Selection	⓪	①	②	③	④	⑤	101
(25)	SUBTOTAL (5 x Score)							
Reflection	**Collection: Analysis/Synthesis**							
	Sample 1: Career/Life Project							
	• Mathematical Connection (Part A)	⓪	①	②	③	④	⑤	102
	• Real World Connection (Part B)	⓪	①	②	③	④	⑤	103
	Sample 2: Personal Income Tax Form							
	• Mathematical Connection (Part A)	⓪	①	②	③	④	⑤	104
	• Real World Connection (Part B)	⓪	①	②	③	④	⑤	105
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	• Mathematical Connection (Part A)	⓪	①	②	③	④	⑤	106
	• Real World Connection (Part B)	⓪	①	②	③	④	⑤	107
	Sample 4: (Choice 1)							
	• Mathematical Connection (Part A)	⓪	①	②	③	④	⑤	108
	• Real World Connection (Part B)	⓪	①	②	③	④	⑤	109
	Sample 5: (Choice 2)							
	• Mathematical Connection (Part A)	⓪	①	②	③	④	⑤	110
	• Real World Connection (Part B)	⓪	①	②	③	④	⑤	111
	Sample 6: (Choice 3)							
	• Mathematical Connection (Part A)	⓪	①	②	③	④	⑤	112
	• Real World Connection (Part B)	⓪	①	②	③	④	⑤	113
(75)	SUBTOTAL (1.25 x Score)							
	No submission	Ⓝ	TOTAL SCORE /100					

FOR FURTHER INFORMATION
Assessment and Evaluation Branch

Consumer Mathematics (40S)

Assessment Consultant:
Neil Vadeboncoeur 945-6715
or toll-free at 1 800 282-8069, extension 6715

Senior 4 Consumer Mathematics (40S) Standards Test

Project Resource Package

Team Manager

November 2003

Manitoba

Building for the Future

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Manitoba Education and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5

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Welcome to the 'Team Manager' Project

General Information

The purpose of the first 60 minute session is to provide an opportunity for you to:
- develop an understanding of the project requirements;
- become familiar with the information contained in the Project Resource Package; and
- share ideas related to the project in a brainstorming session.

After the first project session the following conditions apply:

1) Two additional 60-minute class work periods will be provided.

2) Your teacher cannot assist you in developing or revising your project.

3) You may conduct research on your project between work periods.

4) You must submit an individual project that reflects your own work.

Guidelines for 'Team Manager' Project

This resource package has been created to help you complete a project based on managing the schedule and budget of a school team.

In doing this project the following scenarios and requirements apply:

1. You are the team manager of a Brandon varsity girls basketball team. Due to other commitments you cannot travel with the team to tournaments.

2. There is one coach for the 12 player team.

3. The school gym is available Monday to Friday from 7:00 a.m. to 8:30 a.m. and from 3:30 p.m. to 9:30 p.m.

4. Each team practices twice a week (based on the availability of the gym) and does not practice on their own game days. All practices are 1½ hours long. No practices are scheduled after the final league games.

5. All games are 2 hours long.

6. Players are responsible for their own transportation to **league games**. Your team must rent one or more vehicles to transport the team and coach to **tournaments**.

7. The 12 players on the team cover 100% of the following costs:
   - ➢ League Game Costs:
     - 2 officials per home game; payment of $20 per official per game
   - ➢ Tournament Costs (must participate in 3 tournaments):
     - coach's meals when the team is at a tournament at a rate of $20 per day
     - entry fees for tournaments
     - Transportation:
       - – vehicle rental fees
       - – additional per kilometre charges
       - – fuel costs
       - – insurance costs
     - Accommodation:
       - – four players per room
       - – separate room for the coach

Directions for the 'Team Manager' Project

Your project must include the following information:

- A two-month gym-booking calendar that includes all home games as well as practice times for:
  - the varsity girls team (your team);
  - the varsity boys team;
  - the junior varsity girls team; and
  - the junior varsity boys team.
- A varsity girls team season schedule that lists all home and away games, all practices, and three tournaments.
- A detailed team budget that covers:
  - the cost of all home game league officials;
  - the cost of transportation to tournaments;
  - entry fees for tournaments;
  - the cost of accommodations;
  - the cost of the coach's meals on tournament days;
  - total cost for the team; and
  - cost per player for the season.
- An explanation of any assumptions you make in completing your project.

Your completed project must:

- be separate from this *Project Resource Package* booklet;
- be well organized and clearly presented with an introduction and conclusion;
- have all work double-spaced; and
- be written or printed in blue or black ink OR printed using black ink from a computer printer or typewriter.

Project Resource Package

This *Resource Package* includes:

- a league game schedule;
- a blank 2-month gym-booking calendar;
- a list of 5 tournaments, their dates, locations and entry fees;
- a list of hotels for all tournaments;
- a list of van rental costs and related information; and
- a distance chart for determining distances to and from tournaments.

Use of *Resource Package*:

This resource package is designed to provide background information, charts, diagrams, and tables to assist you in completing your project. You may use additional or alternate resources if you wish.

League Game Schedule

League Teams:

Carberry Stars	Brandon Selects	Virden Raptors	Minnedosa Express

League Game Schedule:

Varsity Boys and Varsity Girls (S3 & S4)

Date	Opposition	Location
January 5	Carberry	Carberry
January 7	Virden	Brandon
January 12	Minnedosa	Brandon
January 14	Virden	Virden
February 2	Minnedosa	Minnedosa
February 4	Carberry	Brandon
February 9	Virden	Virden
February 11	Minnedosa	Minnedosa
February 16	Carberry	Brandon
February 18	Virden	Brandon
February 23	Carberry	Carberry
February 25	Minnedosa	Brandon

Junior Varsity Boys and Junior Varsity Girls (S1 & S2)

Date	Opposition	Location
January 6	Minnedosa	Brandon
January 8	Carberry	Carberry
January 13	Virden	Brandon
January 15	Virden	Virden
February 3	Carberry	Brandon
February 5	Minnedosa	Minnedosa
February 10	Carberry	Carberry
February 12	Minnedosa	Minnedosa
February 17	Virden	Brandon
February 19	Minnedosa	Brandon
February 24	Carberry	Brandon
February 26	Virden	Virden

Gym-Booking Calendar

January 2004 Gym–Booking Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2004 Gym–Booking Calendar

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

Tournament Options

Tournament Options (select 3):

Dates	Location	Entry Fees
January 9,10	Portage la Prairie	$165.00
January 16, 17	Winnipeg (U of M)	$200.00
February 6, 7	Winnipeg (U of W)	$200.00
February 14, 15	Thompson	$125.00
February 21, 22	Flin Flon	$125.00

Hotels

Hotel Room Rates[1]:

Location	Rate per night[2]
Minnedosa	\$70.00
Carberry	\$65.00
Virden	\$65.00
Brandon	\$85.00
Portage la Prairie	\$70.00
Winnipeg	\$85.00
Winnipeg (with water slide)	\$95.00
Thompson	\$100.00
Flin Flon	\$85.00

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[1] Prices include all applicable taxes

[2] Based on double occupancy (\$10.00 per extra occupant, maximum 4 people).

Van Rental Costs and Related Information

Van Rental Costs and Related Information:

- $100.00 per day for a 15-passenger van
- First 100 km free, then $0.15 for each additional km
- Extra insurance (deductible waived) $15.00 per day
- Gas consumption: 12 kilometres per litre (8.3 litres per 100 km)
- Cost of gasoline: $0.749 per litre

Note: All the above prices include applicable taxes.

Distance Chart

MANITOBA DISTANCE GUIDE

Distances are approximate.
All distances in kilometres.

ALTONA	BEAUSEJOUR	BISSETT	BOISSEVAIN	BRANDON	CARBERRY	CARMAN	CRANBERRY PORTAGE	DAUPHIN	EMERSON	FALCON LAKE	FLIN FLON	GIMLI	GRAND BEACH	GRAND RAPIDS	GRANDVIEW	HECLA	KILLARNEY	LAC DU BONNET	LEAF RAPIDS	LYNN LAKE	MELITA	MINNEDOSA	MORDEN	MORRIS	NEEPAWA	PINE FALLS	PORTAGE LA PRAIRIE	RIVERS	ROBLIN	RUSSELL	SELKIRK	SNOW LAKE	SOURIS	STEINBACH	STONEWALL	SWAN RIVER	THE PAS	THOMPSON	VIRDEN	WASAGAMING	WINKLER	WINNIPEG BEACH	WINNIPEG*
171																																											
357	186																																										
225	333	514																																									
264	272	451	74																																								
216	235	410	124	51																																							
79	149	335	192	188	153																																						
826	758	907	713	637	660	750																																					
376	383	539	243	187	181	303	476																																				
37	168	358	256	295	251	109	827	411																																			
230	129	280	413	358	311	217	869	467	217																																		
876	803	978	764	688	711	804	51	527	876	917																																	
215	91	258	360	291	249	175	682	298	216	218	734																																
211	60	168	363	318	270	186	782	393	208	188	832	112																															
545	474	646	601	525	499	472	355	403	542	585	406	402	500																														
423	408	584	282	206	229	348	477	48	456	512	528	340	436	450																													
308	184	351	444	376	334	266	717	326	309	311	768	93	210	434	374																												
192	303	489	34	101	107	171	738	265	223	388	789	336	333	604	307	419																											
218	48	164	375	319	278	192	790	406	220	119	845	125	89	513	451	218	350																										
1086	1018	1192	1142	1069	1042	1018	548	953	1088	1131	602	950	1046	543	998	978	1150	1059																									
1191	1124	1297	1250	1176	1148	1123	654	1058	1193	1236	707	1065	1151	650	1099	1084	1255	1164	108																								
298	394	583	82	130	182	269	682	298	329	490	734	424	432	661	285	509	106	444	1198	1304																							
277	278	452	127	48	74	201	595	122	307	383	646	295	322	477	167	380	149	327	1027	1127	179																						
48	183	374	173	216	168	40	780	342	85	260	843	216	220	511	387	311	138	235	1057	1162	246	235																					
45	130	312	225	253	204	83	781	365	43	185	832	178	166	495	410	263	203	173	1046	1151	303	262	74																				
249	257	425	150	75	45	172	614	135	278	336	665	268	295	453	188	353	152	299	997	1103	204	29	212	233																			
241	79	120	366	336	296	214	811	423	242	168	862	142	43	530	468	735	370	43	1076	1181	455	340	254	201	313																		
150	151	322	200	126	80	72	709	236	178	234	760	164	193	448	283	251	181	196	994	1099	258	127	114	135	101	216																	
289	310	483	116	40	82	230	635	169	332	393	686	325	352	534	217	410	145	357	1077	1182	135	53	253	290	77	373	163																
459	456	632	304	229	259	389	443	97	492	548	494	388	484	464	48	422	330	499	957	1063	240	190	420	446	215	516	313	192															
406	414	588	251	176	208	331	493	150	439	495	547	427	456	517	101	475	277	455	1010	1116	187	137	367	393	162	472	264	139	53														
163	38	209	308	246	200	131	721	333	164	166	772	52	60	440	378	145	283	73	984	1090	378	250	170	118	223	90	119	283	426	382													
818	745	919	833	757	772	745	152	596	819	858	203	677	773	273	597	706	858	788	469	572	805	715	784	772	726	803	721	755	565	818	716												
255	313	496	63	47	97	192	681	212	293	376	732	335	348	572	250	420	90	360	1116	1222	93	97	207	243	119	380	169	52	241	188	290	806											
114	68	264	285	275	237	132	788	388	99	116	832	134	129	505	458	222	272	118	1051	1156	372	283	143	69	261	148	154	312	468	417	82	782	296										
163	68	231	280	212	170	111	692	299	164	195	738	79	94	407	348	168	255	107	950	1057	345	246	150	118	189	124	87	246	396	348	35	679	256	103									
550	535	711	409	333	356	475	318	172	583	639	372	467	565	345	169	501	424	578	835	941	360	291	514	537	307	595	405	314	122	175	505	444	362	559	471								
735	662	837	623	547	570	663	90	386	735	776	141	593	691	262	387	627	648	704	609	714	593	505	702	691	524	721	619	545	353	406	631	209	591	691	597	231							
872	804	976	926	855	828	802	334	734	876	915	385	732	830	329	781	764	935	843	213	320	985	811	841	827	782	860	778	859	743	796	770	252	904	837	736	621	392						
324	352	526	132	76	122	261	614	232	362	435	666	372	391	597	219	452	159	395	1131	1237	69	127	276	312	145	414	198	66	172	117	317	735	71	355	288	291	525	918					
325	328	502	171	100	124	251	544	69	357	410	595	345	367	452	113	384	198	378	1008	1087	228	51	285	314	79	390	180	101	164	122	300	664	139	330	266	241	454	784	163				
39	192	373	184	227	179	40	791	341	69	249	869	229	220	510	386	309	149	232	1056	1161	257	240	11	69	211	257	113	264	422	369	126	783	222	134	149	513	701	840	287	290			
201	77	244	345	277	235	161	699	312	202	204	749	14	98	416	356	107	314	117	964	1069	406	281	201	156	254	128	152	311	404	413	37	692	322	120	69	483	608	748	353	331	210		
98	46	227	241	197	158	62	692	304	96	126	743	76	87	408	349	164	217	91	952	1036	310	203	104	52	175	111	70	227	386	338	21	679	226	48	24	476	602	738	277	253	102	66	

MANITOBA DISTANCE GUIDE

Distances are approximate.
All distances in kilometres.

	ALTONA	BEAUSEJOUR	BISSETT	BOISSEVAIN	BRANDON	CARBERRY	CARMAN	CRANBERRY PORTAGE	DAUPHIN	EMERSON	FALCON LAKE	FLIN FLON	GIMLI	GRAND BEACH	GRAND RAPIDS	GRANDVIEW	HECLA	KILLARNEY	LAC DU BONNET	LEAF RAPIDS	LYNN LAKE	MELITA	MINNEDOSA	MORDEN	MORRIS	NEEPAWA	PINE FALLS	PORTAGE LA PRAIRIE	RIVERS	ROBLIN	RUSSELL	SELKIRK	SNOW LAKE	SOURIS	STEINBACH	STONEWALL	SWAN RIVER	THE PAS	THOMPSON	VIRDEN	WASAGAMING	WINKLER	WINNIPEG BEACH
BEAUSEJOUR	171																																										
BISSETT	257	195																																									
BOISSEVAIN	225	330	514																																								
BRANDON	264	277	451	74																																							
CARBERRY	218	235	410	124	51																																						
CARMAN	79	149	335	192	198	153																																					
CRANBERRY PORTAGE	826	758	907	713	637	660	750																																				
DAUPHIN	378	363	539	243	167	181	303	476																																			
EMERSON	37	168	358	254	295	251	109	827	411																																		
FALCON LAKE	230	129	260	413	359	311	217	859	467	217																																	
FLIN FLON	876	803	978	784	666	711	804	51	527	676	917																																
GIMLI	215	91	258	360	291	249	175	682	298	216	218	734																															
GRAND BEACH	211	80	168	363	318	270	196	782	393	208	188	832	112																														
GRAND RAPIDS	545	474	646	601	525	499	472	355	403	542	585	406	402	500																													
GRANDVIEW	423	408	584	282	206	229	348	477	48	456	512	526	340	436	450																												
HECLA	308	184	351	444	376	334	266	717	326	309	311	768	93	210	434	374																											
KILLARNEY	192	303	489	34	101	107	171	738	265	223	388	789	338	333	604	307	419																										
LAC DU BONNET	218	48	164	375	319	278	192	790	406	220	119	845	125	89	513	451	213	350																									
LEAF RAPIDS	1084	1015	1192	1142	1069	1042	1018	548	953	1088	1131	602	950	1046	543	998	978	1150	1059																								
LYNN LAKE	1191	1124	1297	1250	1176	1148	1123	654	1058	1193	1236	707	1055	1151	650	1099	1084	1255	1164	106																							
MELITA	298	394	583	82	130	182	269	682	298	329	490	734	424	432	681	285	509	106	444	1198	1304																						
MINNEDOSA	277	278	452	127	48	74	201	595	122	307	363	646	295	322	477	167	380	149	327	1027	1127	173																					
MORDEN	43	183	374	173	216	168	40	780	342	85	260	843	216	220	511	387	311	138	235	1067	1162	248	235																				
MORRIS	45	130	312	225	253	204	63	781	365	43	185	832	170	166	495	410	263	203	173	1046	1151	303	262	74																			
NEEPAWA	249	257	425	150	75	45	172	614	135	278	336	665	268	295	453	188	353	152	299	997	1103	204	25	212	233																		
PINE FALLS	241	79	120	306	336	298	214	811	423	242	166	862	142	43	530	468	225	370	43	1076	1181	465	340	254	201	313																	
PORTAGE LA PRAIRIE	150	151	322	200	126	80	72	709	236	178	234	760	164	193	448	283	251	181	198	994	1099	258	127	114	130	101	216																
RIVERS	293	310	463	116	40	82	230	635	169	332	393	686	325	352	534	217	410	145	357	1077	1182	135	53	253	290	77	373	163															
ROBLIN	459	456	632	304	229	259	389	443	97	492	548	494	388	484	464	48	422	330	499	957	1063	240	190	420	446	215	516	313	192														
RUSSELL	406	414	588	251	176	208	331	493	150	439	495	547	427	456	517	101	475	277	455	1010	1116	167	137	367	393	162	472	264	139	53													
SELKIRK	163	38	209	308	246	200	131	721	333	164	166	772	52	60	440	338	145	283	73	984	1090	378	252	176	118	223	90	119	283	425	382												
SNOW LAKE	818	745	919	833	757	772	745	152	596	819	858	203	677	773	273	597	706	858	788	489	572	805	715	784	772	726	803	721	755	565	618	716											
SOURIS	255	313	496	63	41	97	192	681	212	293	376	732	335	348	572	250	420	90	360	1116	1222	93	51	207	243	119	380	169	52	241	186	292	806										
STEINBACH	114	68	264	295	275	237	132	786	388	99	116	832	134	129	505	436	222	272	119	1051	1156	372	283	143	69	261	148	154	312	468	417	82	707	296									
STONEWALL	153	68	231	280	212	170	111	692	299	164	195	738	79	94	407	348	166	255	107	950	1057	345	246	150	118	189	124	87	248	398	349	35	679	256	103								
SWAN RIVER	550	535	711	409	333	356	475	318	172	583	639	372	467	565	345	169	501	434	578	535	941	360	291	514	537	307	595	405	314	122	175	505	444	362	559	471							
THE PAS	735	662	837	623	547	570	663	90	386	735	776	141	593	691	252	387	627	646	704	608	714	593	505	702	691	524	721	616	545	353	426	631	209	541	691	551	221						
THOMPSON	872	804	976	926	855	828	902	334	734	826	915	385	732	830	329	781	764	935	843	213	320	985	811	841	827	782	850	778	859	743	796	770	252	904	837	736	621	392					
VIRDEN	324	352	525	137	76	122	261	614	232	362	435	666	372	391	597	219	452	159	395	1131	1237	69	127	276	312	145	414	198	88	172	117	313	725	71	385	298	297	525	908				
WASAGAMING	325	328	502	171	100	124	251	544	69	357	410	595	345	367	482	113	384	196	378	1004	1087	228	51	295	314	79	390	180	101	164	122	300	564	139	330	266	241	454	784	163			
WINKLER	39	152	373	184	227	179	40	751	341	69	249	869	229	270	510	385	309	149	232	1056	1161	251	240	11	69	211	257	113	264	422	388	165	703	222	134	145	573	787	810	357	290		
WINNIPEG BEACH	201	77	244	345	277	235	161	659	312	202	204	749	14	38	416	356	107	314	117	984	1069	406	261	201	156	254	126	152	311	404	413	37	690	322	120	69	483	608	748	353	391	210	
WINNIPEG*	98	46	227	241	191	156	62	692	304	96	126	743	76	87	408	349	164	213	93	952	1096	311	203	104	52	175	111	72	227	388	334	21	676	225	61	24	625	632	739	277	253	108	69

Senior 4 Consumer Mathematics (40S) Standards Test

Project Scoring Guide

Team Manager

November 2003

Manitoba
Building for the Future

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Manitoba Education and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5

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Welcome to the 'Team Manager' Project

General Information

The purpose of the first 60 minute session is to provide an opportunity for you to:
- develop an understanding of the project requirements;
- become familiar with the information contained in the Project Resource Package; and
- share ideas related to the project in a brainstorming session.

After the first project session the following conditions apply:

1) Two additional 60-minute class work periods will be provided.

2) Your teacher cannot assist you in developing or revising your project.

3) You may conduct research on your project between work periods.

4) You must submit an individual project that reflects your own work.

Guidelines for 'Team Manager' Project

This resource package has been created to help you complete a project based on managing the schedule and budget of a school team.

In doing this project the following scenarios and requirements apply:

1. You are the team manager of a Brandon varsity girls basketball team. Due to other commitments you cannot travel with the team to tournaments.
2. There is one coach for the 12 player team.
3. The school gym is available Monday to Friday from 7:00 a.m. to 8:30 a.m. and from 3:30 p.m. to 9:30 p.m.
4. Each team practices twice a week (based on the availability of the gym) and does not practice on their own game days. All practices are 1½ hours long. No practices are scheduled after the final league games.
5. All games are 2 hours long.
6. Players are responsible for their own transportation to **league games**. Your team must rent one or more vehicles to transport the team and coach to **tournaments**.
7. The 12 players on the team cover 100% of the following costs:
   - ➢ League Game Costs:
     - 2 officials per home game; payment of $20 per official per game
   - ➢ Tournament Costs (must participate in 3 tournaments):
     - coach's meals when the team is at a tournament at a rate of $20 per day
     - entry fees for tournaments
     - Transportation:
       - vehicle rental fees
       - additional per kilometre charges
       - fuel costs
       - insurance costs
     - Accommodation:
       - four players per room
       - separate room for the coach

Directions for the 'Team Manager' Project

Your project must include the following information:

- A two-month gym-booking calendar that includes all home games as well as practice times for:
  - the varsity girls team (your team);
  - the varsity boys team;
  - the junior varsity girls team; and
  - the junior varsity boys team.
- A varsity girls team season schedule that lists all home and away games, all practices, and three tournaments.
- A detailed team budget that covers:
  - the cost of all home game league officials;
  - the cost of transportation to tournaments;
  - entry fees for tournaments;
  - the cost of accommodations;
  - the cost of the coach's meals on tournament days;
  - total cost for the team; and
  - cost per player for the season.
- An explanation of any assumptions you make in completing your project.

Your completed project must:

- be separate from this *Project Resource Package* booklet;
- be well organized and clearly presented with an introduction and conclusion;
- have all work double-spaced; and
- be written or printed in blue or black ink OR printed using black ink from a computer printer or typewriter.

Note to teacher:

A variety of organizational structures and types of responses to the Team Manager Project is anticipated.

This document includes a sample response to the Project. Its purpose is to assist teachers in detecting reasonable calculations and sufficient data when scoring student projects.

Student explanations for their decision-making will vary. When determining which tournaments to enter, students may consider many issues, including:

- general cost effectiveness
- timing of tournaments in relation to practice schedules and home games
- affordability of specific travel and hotel costs
- preferred locations for tournaments

Consumer Mathematics (40S)—Project Scoring Rubric
Team Manager Project—Specific Guidelines:

Consumer 40S PROJECT Scoring Rubric*		TEAM MANAGER PROJECT
Impression/Structure/ Organization	**Format** **Generally, is the project inviting, easy to follow, carefully constructed?** • Impression • Structure (e.g., introduction, body, conclusion, headings, sections…) • Organization of Ideas	– Title page, introduction, heading/subheadings, conclusion/justification for decisions
Data Collection/Selection/ Presentation	**Data—Content** **Is the data relevant and presented in a reader-friendly way?** • Collection (required elements) • Selection • Presentation (e.g., charts, tables, diagrams, graphs)	– 2 month gym-booking calendar – Team schedule – Presentation of charts/tables/graphs – Entry fees for tournaments – Cost of accommodations – Cost of all home game officials – Cost of coach's meals on tournaments – Justification for management decisions
Data Reflection/Analysis/ Mathematical Procedures	**Data—Interpretation** **Has data been manipulated using consumer mathematics terminology, skills and strategies?** • Mathematical procedures • Terminology and Knowledge • Analysis (analysis, comparison, recognition of patterns) • Reflection	– Terminology and knowledge related to budgeting – Analysis of tabular information (distance chart, league schedule) – Analysis of costs – (distances to and from tournaments, entry fees); consideration of room rentals, van rental and gasoline mileage costs – Mathematical procedures
Concepts/Connections/ Synthesis/Solutions	**Concepts** **Generally, is there a sense that the student grasped essential mathematical concepts throughout the project?** • Connections • Synthesis • Solutions	– Reading charts – Problem solving – Analysis of numbers – Realistic budgeting – Relation of team requirements to economic possibilities
Performance Level:		

Level 1 DESCRIPTORS	Level 2 DESCRIPTORS	Level 3 DESCRIPTORS
Incomplete Project: *Unclear, inconsistent or incomplete project* • Unclear arrangement; partially legible • Haphazard structure; loosely relates to requirements of project; long answer format • Disorganized ideas	**Complete Project:** *Clear and complete project* • Clear arrangement; legible • Clear structure; relates to requirements of project; project format • Organized ideas	**Clear, Complete Project:** *Clear, coherent, and complete project* • Logical and clear arrangement; legible • Structure is clear and effective for project; project format • Organized ideas
Limited Data: *Lacks a central focus; details are sketchy or not present* • Limited number of required elements present; difficult to follow or find some data • Incomplete exploration of concepts, patterns or relationships • Incomplete/limited, or unconnected presentation of data; some data unrelated to project	**Routine Data:** *Some focus; clarity may be limited* • All required elements present; generally easy to follow and find data • Complete exploration of data; analyzes, compares, recognizes patterns • Relevant choice of presentation of data; some data loosely connected	**Thorough/Insightful Data:** *Insightful thinking for selection of data* • All required elements present and easy to follow • Insightful exploration of data; links analysis of concepts, patterns or relationships • Relevant and connected presentation of all data
Limited Use of Procedures: *Imprecise use of mathematical terms, principles, or procedures* • Basic procedures correct; major computational errors • Limited knowledge; inappropriate or limited use of basic terms • Weak/limited decisions/conclusions based on data • Weak, random statements, no generalizations related to project	**General Use of Procedures:** *General use of mathematical terms, principles, or procedures* • Generally correct; some computational errors • General knowledge and appropriate use of basic terms • Relevant decisions/conclusions based on most data • Generally correct statements with stated assumptions; some generalizations related to project	**Appropriate Use of Procedures:** *Principles used appropriately while justifying the solution* • Specific/effective procedures correct; minor computational errors • Integrated use of appropriate terms and knowledge • Direct link between decisions/conclusions and data • Correct statements; appropriate justifications related to project
Partial Understanding: *Concepts throughout project are related or applied inconsistently* • Weak/partial connection between mathematical concepts and everyday activities • Some ideas are unrelated to mathematical concepts; errors in reasoning • Partial explanation of situation/context of project	**General Understanding:** *Uses general concepts throughout the project* • General connection between mathematical concepts and everyday activities described in project • Most ideas relate to mathematical concepts; logical reasoning • General explanation of situation/context of project	**Clear Understanding:** *Uses all relevant concepts throughout the project* • Focused link between mathematical concepts and everyday activities of project • All ideas link mathematical concepts together; insightful reasoning • Clear explanation of situation/context of project

Level 1	Approaching Level 2	Level 2	Approaching Level 3	Level 3

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Level 1 DESCRIPTORS	**Level 2 DESCRIPTORS**	**Level 3 DESCRIPTORS**
Incomplete Project: *Unclear, inconsistent or incomplete project* • Unclear arrangement; partially legible • Haphazard structure; loosely relates to requirements of project; long answer format • Disorganized ideas	**Complete Project:** *Clear and complete project* • Clear arrangement; legible • Clear structure; relates to requirements of project; project format • Organized ideas	**Clear, Complete Project:** *Clear, coherent, and complete project* • Logical and clear arrangement; legible • Structure is clear and effective for project; project format • Organized ideas
Limited Data: *Lacks a central focus; details are sketchy or not present* • Limited number of required elements present; difficult to follow or find some data • Incomplete exploration of concepts, patterns or relationships • Incomplete/limited, or unconnected presentation of data; some data unrelated to project	**Routine Data:** *Some focus; clarity may be limited* • All required elements present; generally easy to follow and find data • Complete exploration of data; analyzes, compares, recognizes patterns • Relevant choice of presentation of data; some data loosely connected	**Thorough/Insightful Data:** *Insightful thinking for selection of data* • All required elements present and easy to follow • Insightful exploration of data; links analysis of concepts, patterns or relationships • Relevant and connected presentation of all data
Limited Use of Procedures: *Imprecise use of mathematical terms, principles, or procedures* • Basic procedures correct; major computational errors • Limited knowledge; inappropriate or limited use of basic terms • Weak/limited decisions/conclusions based on data • Weak, random statements, no generalizations related to project	**General Use of Procedures:** *General use of mathematical terms, principles, or procedures* • Generally correct; some computational errors • General knowledge and appropriate use of basic terms • Relevant decisions/conclusions based on most data • Generally correct statements with stated assumptions; some generalizations related to project	**Appropriate Use of Procedures:** *Principles used appropriately while justifying the solution* • Specific/effective procedures correct; minor computational errors • Integrated use of appropriate terms and knowledge • Direct link between decisions/conclusions and data • Correct statements; appropriate justifications related to project
Partial Understanding: *Concepts throughout project are related or applied inconsistently* • Weak/partial connection between mathematical concepts and everyday activities • Some ideas are unrelated to mathematical concepts; errors in reasoning • Partial explanation of situation/context of project	**General Understanding:** *Uses general concepts throughout the project* • General connection between mathematical concepts and everyday activities described in project • Most ideas relate to mathematical concepts; logical reasoning • General explanation of situation/context of project	**Clear Understanding:** *Uses all relevant concepts throughout the project* • Focused link between mathematical concepts and everyday activities of project • All ideas link mathematical concepts together; insightful reasoning • Clear explanation of situation/context of project

Level 1	**Approaching Level 2**	**Level 2**	**Approaching Level 3**	**Level 3**

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Sample Student Response

Sample

Varsity Girls' Team

Cost Breakdown

Cost for officials for home games:	January 7	$ 40.00
	January 12	$ 40.00
	February 4	$ 40.00
	February 16	$ 40.00
	February 18	$ 40.00
	February 25	$ 40.00
	TOTAL	**$ 240.00**

Tournament Costs

Tournament 1: **Portage la Prairie – January 9, 10**

Tournament Fee		$ 165.00
Hotel	($70.00 + $20.00) × 3 rooms + $70.00 (coach's room)	$ 340.00
Van Rental	($100.00 + $15.00) × 2 days	$ 230.00
Kilometre charge	(26 × 2) × $0.15	$ 7.80
Gas cost	252 / 12 = 21 litres (21 × $0.749)	$ 15.73
Coach's Meals	$20.00 × 2	$ 40.00
	Subtotal	**$ 798.53**

Tournament 2: **Winnipeg (U of W) – February 6, 7**

Tournament Fee		$ 200.00
Hotel	($85.00 + $20.00) × 3 rooms + $85.00 (coach's room)	$ 400.00
Van Rental	($100.00 + $15.00) × 2 days	$ 230.00
Kilometre charge	(97 × 2) × $0.15	$ 29.10
Gas cost	394 / 12 = 32.8 litres (32.8 × $0.749)	$ 24.59
Coach's Meals	$20.00 × 2	$ 40.00
	Subtotal	**$ 923.69**

Tournament 3: **Flin Flon – February 21, 22**

Tournament Fee		$ 125.00
Hotel	[($85.00 + $20.00) × 3 rooms + $85.00 (coach's room)] × 2	$ 800.00
Van Rental	($100.00 + $15.00) × 3 days	$ 345.00
Kilometre charge	(588 × 2) × $0.15	$ 176.40
Gas cost	1376 / 12 = 114.67 litres (114.67 × $0.749)	$ 85.89
Coach's Meals	$20.00 × 2	$ 40.00
	Subtotal	**$ 1 572.29**

Subtotal of Tournaments and Officials Costs

Tournament 1	Portage la Prairie	$ 798.53
Tournament 2	Winnipeg (U of W)	$ 923.69
Tournament 3	Flin Flon	$ 1 572.29
Home Game Officials		$ 240.00
	Total	**$ 3 534.51**

Sample

Total cost per player: **$ 3 534.51/ 12** .... **$ 294.54**

Sample Student Response

Varsity Girls' Team

Cost Breakdown

Cost for officials for home games:	January 7	$ 40.00
	January 12	$ 40.00
	February 4	$ 40.00
	February 16	$ 40.00
	February 18	$ 40.00
	February 25	$ 40.00
	TOTAL	**$ 240.00**

Sample

Tournament Costs

Tournament 1: Portage la Prairie – January 9, 10

Tournament Fee		$ 165.00
Hotel	($70.00 + $20.00) × 3 rooms + $70.00 (coach's room)	$ 340.00
Van Rental	($100.00 + $15.00) × 2 days	$ 230.00
Kilometre charge	(26 × 2) × $0.15	$ 7.80
Gas cost	252 / 12 = 21 litres (21 × $0.749)	$ 15.73
Coach's Meals	$20.00 × 2	$ 40.00
	Subtotal	**$ 798.53**

Tournament 2: Winnipeg (U of W) – February 6, 7

Tournament Fee		$ 200.00
Hotel	($85.00 + $20.00) × 3 rooms + $85.00 (coach's room)	$ 400.00
Van Rental	($100.00 + $15.00) × 2 days	$ 230.00
Kilometre charge	(97 × 2) × $0.15	$ 29.10
Gas cost	394 / 12 = 32.8 litres (32.8 × $0.749)	$ 24.59
Coach's Meals	$20.00 × 2	$ 40.00
	Subtotal	**$ 923.69**

Tournament 3: Flin Flon – February 21, 22

Tournament Fee		$ 125.00
Hotel	[($85.00 + $20.00) × 3 rooms + $85.00 (coach's room)] × 2	$ 800.00
Van Rental	($100.00 + $15.00) × 3 days	$ 345.00
Kilometre charge	(588 × 2) × $0.15	$ 176.40
Gas cost	1376 / 12 = 114.67 litres (114.67 × $0.749)	$ 85.89
Coach's Meals	$20.00 × 2	$ 40.00
	Subtotal	**$ 1 572.29**

Subtotal of Tournaments and Officials Costs

Tournament 1	Portage la Prairie	$ 798.53
Tournament 2	Winnipeg (U of W)	$ 923.69
Tournament 3	Flin Flon	$ 1 572.29
Home Game Officials		$ 240.00
	Total	**$ 3 534.51**

Total cost per player: **$ 3 534.51/ 12** .... **$ 294.54**

January 2004 Gym-Booking Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 JV Girls 3:30–5:00 p.m. JV Boys 5:00–6:30 p.m.	6 V Boys 7:00–8:30 a.m. V Girls 3:30–5:00 p.m. Home Game JV Girls 5:00–7:00 p.m. Home Game JV Boys 7:00–9:00 p.m.	7 Home Game V Girls 5:00–7:00 p.m. Home Game V Boys 7:00–9:00 p.m.	8 V Girls 3:30–5:00 p.m. V Boys 5:00–6:30 p.m.	9 JV Girls 3:30–5:00 p.m. JV Boys 5:00–6:30 p.m.	10
11	12 Home Game V Girls 5:00–7:00 p.m. Home Game V Boys 7:00–9:00 p.m.	13 V Girls 7:00–8:30 a.m. V Boys 3:30–5:00 p.m. Home Game JV Girls 5:00–7:00 p.m. Home Game JV Boys 7:00–9:00 p.m.	14 JV Girls 3:30–5:00 p.m. JV Boys 5:00–6:30 p.m.	15 V Girls 3:30–5:00 p.m. V Boys 5:00–6:30 p.m.	16 JV Girls 3:30–5:00 p.m. JV Boys 5:00–6:30 p.m.	17
18	19 V Girls 3:30–5:00 p.m. V Boys 5:00–6:30 p.m.	20 JV Girls 3:30–5:00 p.m. JV Boys 5:00–6:30 p.m.	21 V Girls 3:30–5:00 p.m. V Boys 5:00–6:30 p.m.	22 JV Girls 3:30–5:00 p.m. JV Boys 5:00–6:30 p.m.	23	24
25	26 V Girls 3:30–5:00 p.m. V Boys 5:00–6:30 p.m.	27 JV Girls 3:30–5:00 p.m. JV Boys 5:00–6:30 p.m.	28 V Girls 3:30–5:00 p.m. V Boys 5:00–6:30 p.m.	29 JV Girls 3:30–5:00 p.m. JV Boys 5:00–6:30 p.m.	30	31

Sample

February 2004 Gym-Booking Calendar

Sample

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 JV Girls 3:30–5:00 p.m. JV Boys 5:00–6:30 p.m.	3 V Boys 7:00–8:30 a.m. V Girls 3:30–5:00 p.m. Home Game JV Girls 5:00–7:00 p.m. Home Game JV Boys 7:00–9:00 p.m.	4 Home Game V Girls 5:00–7:00 p.m. Home Game V Boys 7:00–9:00 p.m.	5 V Girls 7:00–8:30 a.m. V Boy[illegible]30–8:00 p.m.	6	7
8	9 JV Girls 3:30–5:00 p.m. JV Boys 5:00–6:30 p.m.	10 V Girls 3:30–5:00 p.m. V [illegible] 5:00–6:30 p.m.	JV Gi[illegible] 3:[illegible]00 [illegible] [illegible]50 [illegible]	[illegible]00 p.m. [illegible]Boy[illegible]00[illegible]50 [illegible]	13	14
15	16 JV Girls 7:00–8:30 a.m. Home Game V Girls 5:00–7:00 p.m. Home Game V Boys 7:00–9:00 p.m.	[illegible]:00[illegible]30 [illegible] V Bo[illegible]3[illegible]00 [illegible] H[illegible] [illegible]:0[illegible] p.m. [illegible]e Game JV Boys 7:00–9:00 p.m.	Bo[illegible]:00–6:30 [illegible] Home Game V[illegible]s 5:00–7:00 [illegible] Home Game V Boys 7:00–9:00 p.m.	19 V Boys 7:00–8:30 a.m. V Girls 3:30–5:00 p.m. Home Game JV Girls 5:00–7:00 p.m. Home Game JV Boys 7:00–9:00 p.m.	20 JV Girls 3:30–5:00 p.m. JV Boys 5:00–6:30 p.m.	21
22	23 JV Girls 6:30–8:00 p.m. JV Boys 8:00–9:30 p.m.	24 Home Game JV Girls 5:00–7:00 p.m. Home Game JV Boys 7:00–9:00 p.m.	25 Home Game V Girls 5:00–7:00 p.m. Home Game V Boys 7:00–9:00 p.m.	26	27	28
29						

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February 2004 Gym-Booking Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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29						

Sample

Team Schedule—Varsity Girls

January

Date	Time	Event
January 5	5:00–7:00 p.m.	Game (Carberry)
January 6	3:30–5:00 p.m.	Practice
January 7	5:00–7:00 p.m.	Game (Home)
January 8	3:30–5:00 p.m.	Practice
January 9	5:00–9:00 p.m.	Tournament—Portage
January 10	9:00 a.m.–4:00 p.m.	Tournament—Portage
January12	5:00–7:00 p.m.	Game (Home)
January 13	7:00–8:30 a.m.	Practice
January 14	5:00–7:00 p.m.	Game (Virden)
January 15	3:30–5:00 p.m.	Practice
January 19	3:30–5:00 p.m.	Practice
January 21	3:30–5:00 p.m.	Practice
January 26	3:30–5:00 p.m.	Practice
January 28	3:30–5:00 p.m.	Practice

February

Date	Time	Event
February 2	5:00–7:00 p.m.	Game (Minnedosa)
February 3	3:30–5:00 p.m.	Practice
February 4	5:00–7:00 p.m.	Game (Home)
February 5	7:00–8:30 a.m.	Practice
February 6	after school	Tournament—Winnipeg
February 7	all day	Tournament—Winnipeg
February 9	5:00–7:00 p.m.	Game (Virden)
February 10	3:30–5:00 p.m.	Practice
February 11	5:00–7:00 p.m.	Game (Minnedosa)
February 12	3:30–5:00 p.m.	Practice
February 16	5:00–7:00 p.m.	Game (Home)
February 17	7:00–8:30 a.m.	Practice
February 18	5:00–7:00 p.m.	Game (Home)
February 19	3:30–5:00 p.m.	Practice
February 20	after school	Drive to Flin Flon
February 21	all day	Tournament—Flin Flon
February 22	all day	Tournament—Flin Flon (a.m.) Drive Home
February 23	5:00–7:00 p.m.	Game (Carberry)
February 25	5:00–7:00 p.m.	Game (Home)

Team Schedule—Varsity Girls

January

Date	Time	Event
January 5	5:00–7:00 p.m.	Game (Carberry)
January 6	3:30–5:00 p.m.	Practice
January 7	5:00–7:00 p.m.	Game (Home)
January 8	3:30–5:00 p.m.	Practice
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February

Date	Time	Event
February 2	5:00–7:00 p.m.	Game (Minnedosa)
February 3	3:30–5:00 p.m.	Practice
February 4	5:00–7:00 p.m.	Game (Home)
February 5	7:00–8:30 a.m.	Practice
February 6	after school	Tournament—Winnipeg
February 7	all day	Tournament—Winnipeg
February 9	5:00–7:00 p.m.	Game (Virden)
February 10	3:30–5:00 p.m.	Practice
February 11	5:00–7:00 p.m.	Game (Minnedosa)
February 12	3:30–5:00 p.m.	Practice
February 16	5:00–7:00 p.m.	Game (Home)
February 17	7:00–8:30 a.m.	Practice
February 18	5:00–7:00 p.m.	Game (Home)
February 19	3:30–5:00 p.m.	Practice
February 20	after school	Drive to Flin Flon
February 21	all day	Tournament—Flin Flon
February 22	all day	Tournament—Flin Flon (a.m.) Drive Home
February 23	5:00–7:00 p.m.	Game (Carberry)
February 25	5:00–7:00 p.m.	Game (Home)

Sample

13360

Senior 4 Consumer Mathematics (40S) Standards Test

Written Test
Student Booklet

January 2004

Manitoba

Building for the Future

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Manitoba Education, Citizenship and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5

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Senior 4 Consumer Mathematics (40S)
Standards Test—January 2004
Written Test Student Booklet

DESCRIPTION

Total Possible Marks: 40 **Maximum Time: 90 minutes**

This component of the test consists of five parts:

Learning Unit	Suggested Time to Complete	Marks
Personal Finance	10–15 minutes	8
Government Finances	10–15 minutes	8
Statistics	10–15 minutes	8
Variation and Formulas	10–15 minutes	8
Investments	10–15 minutes	8

- Students may use the resource package containing formulas and tables.
- Use of a non-graphing calculator and ruler may be necessary.
- Read all instructions on the test carefully.
- **If you need more space to answer a question, extra pages may be provided by your teacher. Write your booklet ID number and question number on any extra page(s) used and staple the additional pages into the booklet where your answer begins.**

Remember to:

- Show all your work in this booklet
- Use your resource package
- Use a non-graphing calculator
- Use a ruler

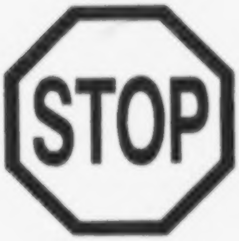
DIRECTIONS

- Show **complete answers** in the space(s) provided in your student booklet.
- Let the mark values for each question guide you in answering it.
- Show all your work.
- Use your resource package.
- Provide explanations and justifications.
- Use a well-organized method in communicating the answer.

Directing Words

Some questions may include directing words such as *explain*, *illustrate*, and *calculate*. These words are explained below.

The Word	The question is asking for…
identify/list/name/state	a label or title of an item, concept or method
defend/justify/support	an explanation, information, or evidence that shows why your method, idea or answer is good
describe/explain/express	words or symbols, diagrams, a chart or graph, or other methods that **make clear** what you mean or what you are thinking
illustrate/sketch	a reasonably neat picture or diagram (not necessarily to scale) that shows or explains an idea or method
draw	a diagram to scale or graph that shows or explains an idea or method
calculate/convert/determine/find	a mathematical formula or algebraic equation or numerical calculation to solve a problem
plot	placement of a point or points on a graph



PLEASE WAIT UNTIL THE TEACHER TELLS YOU TO TURN THE PAGE.

Personal Finance

2 Marks

1. Gerard Labelle is a 25 year-old smoker. He wishes to purchase a 10-year term life insurance policy with a face value of $125 000.
Calculate his annual premium. 118

2 Marks

2. Jacob Whitehold is a 20 year-old, single male who is purchasing a $100 000 life insurance policy.
Use the life insurance tables and your knowledge of term and whole life insurance policies to complete the chart: 119

	ADVANTAGES FOR JACOB	DISADVANTAGES FOR JACOB
Term Life		
Whole Life		

DO NOT USE

1 Mark

3. State two additional costs involved in purchasing a home other than mortgage or insurance costs. 120

3 Marks

4. Shawn has just purchased a three-suite home. He wishes to rent 2 suites to cover the cost of the mortgage. 121
Determine the minimum rent Shawn must charge each tenant, using the information in the chart.

Value of home	$100 000
Down payment	$20 000
Type of mortgage	20 year mortgage
Interest rate	6.5%

Government Finances

DO NOT USE

2 Marks

5. The following table shows a breakdown of revenues collected by the federal government.

122

External Revenues by Main Classification
(in millions of dollars)

	1998-99 Net Revenues
Tax Revenues	
Income Tax	
• Personal	$ 72 488
• Corporation	$ 21 575
• Other income tax revenues	$ 2 901
Employment Insurance Premiums	$ 19 363
Excise Taxes and Duties	
• Good and Services Tax, Table 3.4	$ 20 684
Energy Taxes	
• Excise tax — Gasoline	$ 4 264
• Excise tax — Aviation gasoline and diesel fuel	$ 452
Customs Import Duties	$ 2 359
Other Excise Taxes and Duties	
• Excise duties	$ 3 411
• Miscellaneous excise taxes and duties	$ 229
Total Tax Revenues	$147 726
Non-Tax Revenues	
Return on Investments, Table 3.5	$ 4 991
Other Non-Tax Revenues	
• Privileges, licences, and permits	$ 576
• Refunds of previous years' expenditures	$ 456
• Service fees	$ 460
• Proceeds from sales	$ 95
• Proceeds from the disposal of surplus Crown assets	$ 43
• Domestic coinage	$ 81
• Net gain on exchange	$ 94
• Miscellaneous non-tax revenues	$ 1 149
Total Non-Tax Revenues	$ 7 945
Total Revenues	$155 671

A) State the largest source of revenue for the federal government.

B) Calculate the total amount of revenue collected from excise taxes and duties.

DO NOT USE

3 Marks

6. Four hundred pairs of jeans are imported from France. Each pair of jeans costs 50 Euros. Calculate the total cost in Canadian dollars to purchase and import the 400 pairs of jeans to Canada. 123

2 Marks

7. There are two foreign exchange students at the local high school this year. They are going to exchange their money for Canadian funds. Albert Maldive has 2 000 English pounds and Erika Vasques has 27 000 Mexican pesos.
Convert their funds into Canadian money using the bank rate. 124

Albert Maldive $__________ (Canadian funds)

Erika Vasques $__________ (Canadian funds)

1 Mark

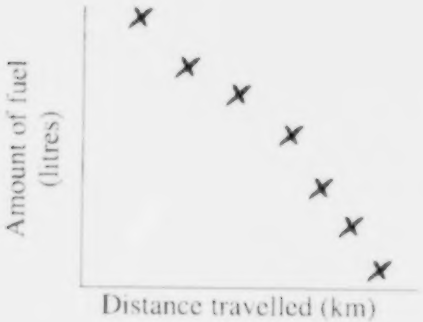
8. Tom purchased 20 L of gasoline at 84.9¢/L.
Calculate the amount Tom paid in provincial gasoline tax. 125

DO NOT
USE

Statistics

1 Mark

9. The diagram below shows the relationship between the distance an airplane travels and the amount of fuel remaining in the airplane's fuel tank. The correlation coefficient between the two variables is –0.96. 126



A) Explain the relationship between the variables.

B) Identify this type of correlation.

DO NOT USE

2 Marks

10. Samuel was one of 897 people to run a marathon. He and 43 other people took the same time to finish the marathon. Samuel was faster than 569 other people.

    A) Calculate Samuel's percentile ranking.

    B) The fastest 25 percent of the marathon runners advance to the finals. Determine whether Samuel runs in the final. Justify your answer.

DO NOT USE

128

3 Marks

11. The Brandon University Bobcats are looking for a new basketball player. Jimmy and Billy tried out for the position. They both have the same mean (average) points per game.

A) Determine the standard deviation based on Jimmy's points per game.

JIMMY		****Points per game last season****	
Game	Points per Game	Difference from Mean $(x-\overline{x})$	Square of Difference $(x-\overline{x})^2$
1	28		
2	46		
3	55		
4	46		
5	38		
6	64		
7	24		
8	19		
		Sum	

$\overline{x}$ *(mean)* ☐

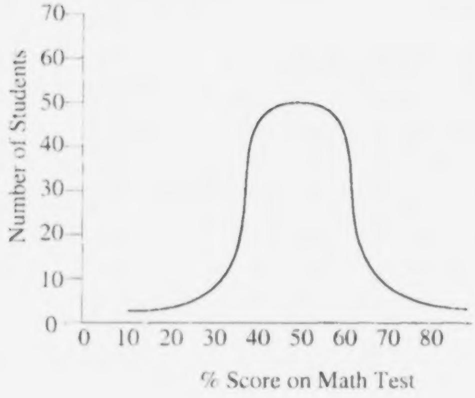
SD = ☐

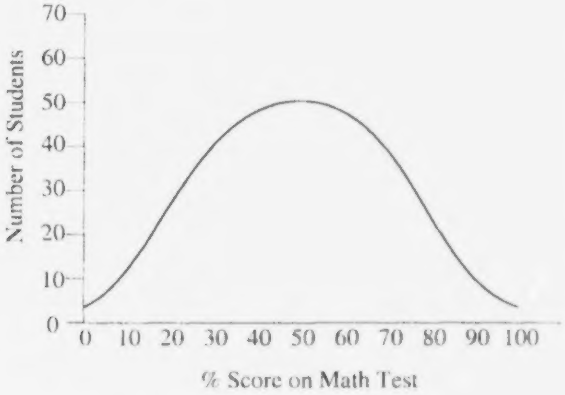
B) The other basketball player, Billy, has a 10.3 standard deviation. Explain which player would be best for the team.

DO NOT USE

1 Mark

12. The graphs below show the % scores on a math test for two high schools. Identify the school where student test scores indicate a larger standard deviation. 129


Purple High School


Orange High School

1 Mark

13. The weight of a newborn baby is at the 80th percentile. Explain to the parents what this means. 130

DO NOT USE

Variation and Formulas

3 Marks

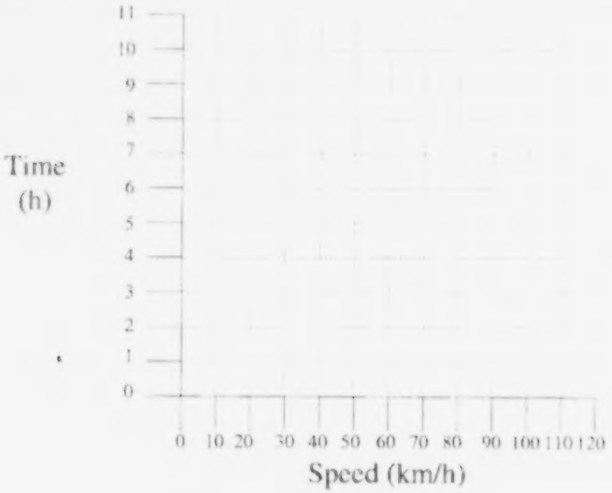
14. The table shows the time it takes to travel 100 km at different speeds. 131

Speed (km/h)	12.5	25	50	100
Time (h)	8	4	2	1

A) Explain what happens to the time as the speed is doubled.

B) Identify the type of variation.

C) Plot a graph showing time versus speed. Use the information from the above table.



DO NOT USE

2 Marks

132

15. Marvin Calloway is planning a skating fundraiser for his favorite charity. The local hockey arena charges him $50.00 for rental of ice time per hour, plus $1.25 per skater.

    A) Calculate the cost of 100 people skating for one hour.

    B) The arena manager decides to only charge Marvin a $50 flat fee for ice time because he is planning a one-hour event.
    Calculate how many people would have to purchase tickets for Marvin to "break even" if tickets were sold at $2.50 each.

DO NOT USE

1 Mark

16. At ABC Ltd., workers received a pay increase of 2% of their current salary plus a bonus of $500.
Identify the type of variation. 133

2 Marks

17. Marie is planning a circular flower garden that is 6 280 cm^2.
Determine the radius for her garden. 134

DO NOT USE

Investments

2 Marks

135

18. Identify two reasons why some people might decide that depositing money into a registered savings plan (RSP) is their best investment option.

2 Marks

136

19. "Stocks are often considered higher risk investments."
List two reasons why this statement may be true.

DO NOT USE

2 Marks

137

20. Using the chart below:

A) State the most actively traded stock.

B) Determine which stock had the greatest change in value from Wednesday, April 24 to Thursday, April 25.

C) State which stock sold closest to 100 000 shares.

D) State the name of the stock represented by the symbol DMW.

Thursday, April 25, 2002

365-day		stock	sym	div	high	low	close	chg	vol 100s	yld	p/e ratio
high	low										
11.40	4.25	Crisimar	CRS		9.25	9.05	9.05	-0.05	82		
46.10	17.25	Croman	CRM		23.13	20.71	22.62	-0.48	1 103		11.0
3.45	1.10	Crysdan	CRD		2.74	2.60	2.64	-0.11	970		
1.65	0.66	Cydzil	CDZ		1.60	1.59	1.60		77		
0.24	0.10	Cymbar	CMB		0.13	0.13	0.13	-.005	200		
1.85	0.20	Dimwyl	DMW		0.34	0.27	0.31	+0.04	623		
3.98	1.37	Dorvin	DRV		3.50	3.37	3.45	+0.05	315		24.6
5.50	2.40	Dupplex	DPX		4.10	3.75	3.75	-0.19	1 063		
11.75	4.10	Dylvar	DLR		10.45	10.25	10.45	+0.35	141		31.7
79.00	40.25	Dummler	DUM		71.71	71.71	71.71	+1.71	2	2.9	

DO NOT USE

2 Marks

21. There are two basic categories of investments: debt investments and equity investments.

138

A) Describe a debt investment. Support your description with one example of a debt investment.

B) Describe an equity investment. Support your description with one example of an equity investment.

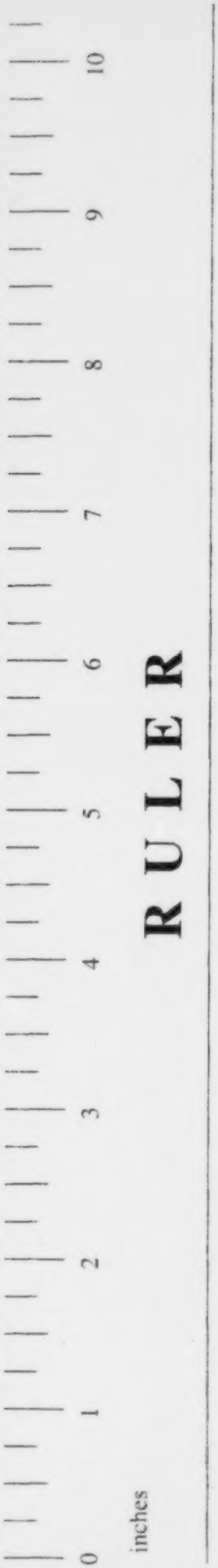
Senior 4 Consumer Mathematics (40S) Standards Test

Written Test Resource Package

2004

Manitoba

Building for the Future



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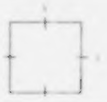
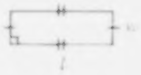
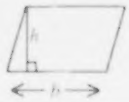
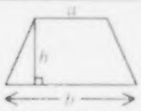
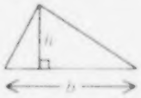
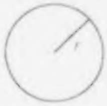
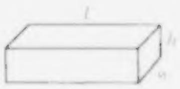
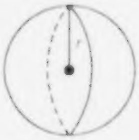
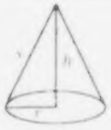
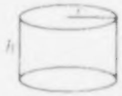
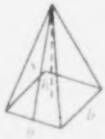
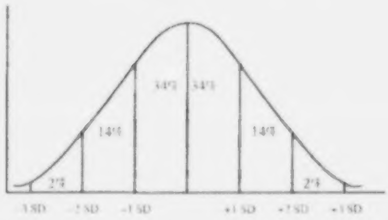
Formula List

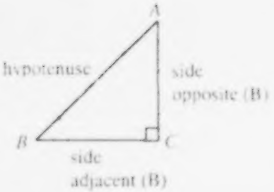
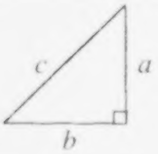
Name of Formula	Diagram	Formula
area of a square		$A = s^2$
area of a rectangle		$A = lw$
area of a parallelogram		$A = bh$
area of a trapezoid		$A = \frac{1}{2}(a + b)h$
area of a triangle		$A = \frac{1}{2}bh$
area of a circle		$A = \pi r^2$

surface area of a rectangular solid		$SA = 2lw + 2lh + 2wh$
volume of a rectangular solid		$V = lwh$
surface area of a sphere		$SA = 4\pi r^2$
volume of a sphere		$V = \frac{4}{3}\pi r^3$
surface area of a cone		$SA = \pi rs + \pi r^2$
volume of a cone		$V = \frac{1}{3}\pi r^2 h$
surface area of a cylinder		$SA = 2\pi rh + 2\pi r^2$
volume of a cylinder		$V = \pi r^2 h$
surface area of a pyramid		$SA = 2bs + b^2$
volume of a pyramid		$V = \frac{1}{3}b^2 h$

Formula List		
Name of Formula	**Diagram**	**Formula**
Normal Distribution		
Standard Deviation	$\sum$ = sum S = standard deviation x = observed score $\overline{x}$ = mean n = total number of observations	$S=\sqrt{\dfrac{\sum\left(x-\overline{x}\right)^2}{n-1}}$
Percentile Rank	B = number of raw scores below the given score E = number of raw scores equal to the given score, including the given score n = total number of raw scores	$P=\left(\dfrac{B+0.5E}{n}\right)\times 100$
Direct Variation	A = dependent variable k = constant of variation B = independent variable	$A=kB$
Inverse Variation	A = dependent variable k = constant of variation B = independent variable	$A=\dfrac{k}{B}$
Partial Variation	C = dependent variable k = constant of variation n = independent variable F = fixed value	$C=F+kn$

Temperature	F = degrees Fahrenheit C = degrees Celsius	$F=\dfrac{9}{5}C+32$ $C=\dfrac{5}{9}\left(F-32\right)$

Formula List

Name of Formula	Diagram	Formula
trigonometric formulas for right-angled triangles	 A hypotenuse side opposite (B) B C side adjacent (B)	$\sin \angle B = \frac{\text{side opposite}}{\text{hypotenuse}}$ $\cos \angle B = \frac{\text{side adjacent}}{\text{hypotenuse}}$ $\tan \angle B = \frac{\text{side opposite}}{\text{side adjacent}}$
Pythagorean Theorem for right triangles		$c^2 = a^2 + b^2$

Simple Interest	P = principal r = annual interest rate t = time in years I = interest	$I = Prt$
Compound Interest	*A = final amount* *P = principal* *r = annual interest rate* *n = number of times a year interest is compounded* *t = time in years*	$A = P\left(1 + \frac{r}{n}\right)^{nt}$
Gross Debt Service Ratio		$\text{GDSR} = \frac{\text{Monthly Mortgage Payment} + \text{Monthly Heating Cost} + \text{Monthly Property Taxes}}{\text{Gross Salary}} \times 100$
Debt Equity Ratio		$\text{DER} = \frac{\text{Total Liabilities} - \text{Mortgage}}{\text{Net Worth}} \times 100\ [= \%]$
Net Worth		Net Worth = Assets – Total Liabilities
Property Tax Rate		$\text{PTR} = \frac{\text{Total Revenue Required}}{\text{Total Portioned Assessment}} \times 1000\ [= \text{mills}]$

Gasoline Tax	Gasoline: 11.5¢/L Diesel Fuel: 10.9¢/L
Tobacco Taxes	per cigarette: 8¢ per carton (of 200 cigarettes): $16.00 loose tobacco: 5.3¢ per gram

Table 1: 10-Year Term Insurance

	Term Plus											
	Male Non-Smoker			Female Non-Smoker			Male Smoker			Female Smoker		
	Issue Rate per $1000			Issue Rate per $1000			Issue Rate per $1000			Issue Rate per $1000		
AGE	$100 000 $249 999	$250 000 $499 999	$500 000 $3 000 000	$100 000 $249 999	$250 000 $499 999	$500 000 $3 000 000	$100 000 $249 999	$250 000 $499 999	$500 000 $3 000 000	$100 000 $249 999	$250 000 $499 999	$500 000 $3 000 000
20	0.85	0.81	0.77	0.80	0.76	0.73	1.43	1.36	1.30	1.32	1.25	1.20
21	0.85	0.81	0.77	0.80	0.76	0.73	1.43	1.36	1.30	1.32	1.25	1.20
22	0.85	0.81	0.77	0.80	0.76	0.73	1.43	1.36	1.30	1.32	1.25	1.20
23	0.85	0.81	0.77	0.80	0.76	0.73	1.43	1.36	1.30	1.32	1.25	1.20
24	0.85	0.81	0.77	0.80	0.76	0.73	1.43	1.36	1.30	1.32	1.25	1.20
25	0.85	0.81	0.77	0.80	0.76	0.73	1.43	1.36	1.30	1.32	1.25	1.20
26	0.86	0.82	0.78	0.80	0.76	0.73	1.47	1.40	1.34	1.33	1.27	1.21
27	0.87	0.83	0.79	0.80	0.76	0.73	1.52	1.44	1.39	1.34	1.28	1.22
28	0.88	0.84	0.80	0.80	0.76	0.73	1.56	1.49	1.42	1.35	1.29	1.23
29	0.89	0.85	0.81	0.80	0.76	0.73	1.61	1.53	1.46	1.36	1.30	1.24
30	0.90	0.86	0.82	0.80	0.76	0.73	1.65	1.57	1.51	1.38	1.31	1.25
31	0.96	0.91	0.87	0.86	0.82	0.78	1.78	1.69	1.62	1.47	1.40	1.34
32	1.02	0.97	0.93	0.92	0.87	0.84	1.91	1.82	1.74	1.57	1.50	1.43
33	1.08	1.03	0.98	0.98	0.93	0.89	2.05	1.95	1.86	1.67	1.58	1.52
34	1.14	1.08	1.04	1.04	0.99	0.95	2.18	2.07	1.98	1.77	1.68	1.62
35	1.20	1.14	1.09	1.10	1.05	1.00	2.31	2.20	2.10	1.87	1.78	1.71
36	1.34	1.27	1.22	1.17	1.11	1.06	2.60	2.46	2.37	2.02	1.93	1.84
37	1.48	1.41	1.35	1.24	1.18	1.13	2.88	2.74	2.62	2.18	2.07	1.98
38	1.62	1.54	1.47	1.31	1.24	1.19	3.17	3.01	2.88	2.33	2.21	2.12
39	1.76	1.67	1.60	1.38	1.31	1.26	3.45	3.28	3.15	2.49	2.37	2.27
40	1.90	1.81	1.73	1.45	1.38	1.32	3.74	3.55	3.40	2.64	2.51	2.40
41	2.06	1.96	1.87	1.56	1.48	1.42	4.22	4.02	3.84	2.90	2.76	2.64
42	2.22	2.11	2.02	1.67	1.59	1.52	4.71	4.48	4.28	3.17	3.01	2.88
43	2.38	2.26	2.17	1.78	1.69	1.62	5.19	4.93	4.73	3.43	3.26	3.12
44	2.54	2.41	2.31	1.89	1.80	1.72	5.68	5.39	5.17	3.70	3.51	3.37
45	2.70	2.57	2.46	2.00	1.90	1.82	6.16	5.85	5.61	3.96	3.76	3.61
46	3.03	2.88	2.76	2.23	2.12	2.03	6.60	6.27	6.01	4.49	4.27	4.08
47	3.36	3.19	3.06	2.46	2.34	2.24	7.04	6.69	6.40	5.02	4.76	4.57
48	3.69	3.51	3.36	2.69	2.56	2.45	7.48	7.11	6.81	5.54	5.27	5.05
49	4.02	3.82	3.66	2.92	2.77	2.66	7.92	7.52	7.21	6.07	5.76	5.52
50	4.35	4.13	3.96	3.15	2.99	2.87	8.36	7.94	7.61	6.60	6.27	6.01
51	4.88	4.64	4.44	3.40	3.23	3.09	9.26	8.80	8.43	7.24	6.88	6.59
52	5.41	5.14	4.92	3.65	3.47	3.32	10.16	9.66	9.25	7.88	7.48	7.17
53	5.94	5.64	5.41	3.90	3.71	3.55	11.07	10.52	10.07	8.51	8.09	7.74
54	6.47	6.15	5.89	4.15	3.94	3.78	11.97	11.37	10.89	9.15	8.69	8.33
55	7.00	6.65	6.37	4.40	4.18	4.00	12.87	12.23	11.72	9.79	9.31	8.91
56	7.60	7.22	6.92	4.91	4.66	4.47	13.60	12.91	12.38	10.52	9.99	9.57
57	8.20	7.79	7.46	5.42	5.15	4.93	14.32	13.61	13.04	11.24	10.68	10.23
58	8.80	8.36	8.01	5.93	5.63	5.40	15.05	14.30	13.70	11.97	11.37	10.89
59	9.40	8.93	8.55	6.44	6.12	5.86	15.77	14.98	14.36	12.69	12.06	11.55
60	10.00	9.50	9.10	6.95	6.60	6.32	16.50	15.68	15.02	13.42	12.75	12.21
61	11.60	11.02	10.56	7.86	7.47	7.15	18.70	17.77	17.02	14.87	14.12	13.53
62	13.20	12.54	12.01	8.77	8.33	7.98	20.90	19.86	19.02	16.32	15.51	14.85
63	14.80	14.06	13.47	9.68	9.20	8.81	23.10	21.95	21.02	17.78	16.89	16.18
64	16.40	15.58	14.92	10.59	10.06	9.64	25.30	24.04	23.02	19.23	18.27	17.50
65	18.00	17.10	16.38	11.50	10.93	10.47	27.50	26.13	25.03	20.68	19.65	18.82
66	19.60	18.62	17.84	12.41	11.79	11.29	29.70	28.22	27.03	22.13	21.02	20.14
67	21.10	21.14	19.29	13.32	12.65	12.12	31.90	30.31	29.03	23.58	22.41	21.46
68	22.80	21.66	20.75	14.23	13.52	12.95	34.10	32.40	31.03	25.04	23.78	22.78
69	24.40	23.18	22.20	15.14	14.38	13.78	36.30	34.49	33.03	26.49	25.17	24.10
70	26.00	24.70	23.66	16.05	15.25	14.61	38.50	36.58	35.04	27.94	26.54	25.42
71	27.60	26.22	25.12	16.96	16.11	15.43	40.70	38.67	37.04	29.39	27.92	26.75
72	29.20	27.74	26.57	17.87	16.98	16.26	42.90	40.76	39.04	30.84	29.30	28.07
73	30.80	29.26	28.03	18.78	17.84	17.09	45.10	42.85	41.04	32.30	30.68	29.39
74	32.40	30.78	29.48	19.69	18.71	17.92	47.30	44.94	43.04	33.75	32.07	30.71

Add policy fee of $75 per year
Semi-annual payment (multiply annual premium by 0.52)
Monthly payment (multiply annual premium by 0.09)

Table 2: Whole-Life Insurance

WHOLE-LIFE

Issue Age	Male Non-Smoker	Female Non-Smoker	Male Smoker	Female Smoker	Issue Age
	Issue Rate Per $1000	Issue Rate Per $1000	Issue Rate Per $1000	Issue Rate Per $1000	
	Premium Rate	Premium Rate	Premium Rate	Premium Rate	
18	3.50	2.82	4.31	3.13	18
19	3.54	2.85	4.41	3.20	19
20	3.60	2.89	4.51	3.26	20
21	3.96	3.04	4.72	3.44	21
22	4.07	3.20	4.93	3.62	22
23	4.17	3.35	5.15	3.81	23
24	4.28	3.51	5.36	3.99	24
25	4.38	3.66	5.57	4.17	25
26	4.61	3.86	5.88	4.41	26
27	4.82	4.05	6.19	4.66	27
28	5.05	4.25	6.49	4.90	28
29	5.26	4.44	6.80	5.15	29
30	5.46	4.64	7.11	5.39	30
31	5.76	4.90	7.56	5.72	31
32	6.03	5.16	8.01	6.04	32
33	6.30	5.41	8.45	6.37	33
34	6.59	5.67	8.90	6.69	34
35	7.11	5.93	9.35	7.02	35
36	7.32	6.31	10.04	7.50	36
37	7.78	6.70	10.74	7.98	37
38	8.25	7.08	11.43	8.47	38
39	8.71	7.47	12.13	8.95	39
40	9.28	7.85	12.82	9.43	40
41	9.75	8.42	13.86	10.14	41
42	10.32	8.99	14.90	10.85	42
43	10.90	9.55	15.95	11.55	43
44	11.48	10.12	16.99	12.26	44
45	12.40	10.69	18.03	12.97	45
46	12.81	11.21	19.15	13.68	46
47	13.55	11.73	20.28	14.38	47
48	14.28	12.26	21.38	15.09	48
49	15.02	12.78	22.49	15.79	49
50	16.34	13.30	23.61	16.50	50
51	16.70	14.03	25.06	17.44	51
52	17.63	14.76	26.52	18.38	52
53	18.56	15.49	27.97	19.32	53
54	19.51	16.22	29.43	20.26	54
55	21.15	16.95	30.88	21.20	55
56	21.79	17.93	32.73	22.39	56
57	23.17	18.91	34.57	23.58	57
58	24.53	19.89	36.42	24.78	58
59	25.89	20.87	38.26	25.97	59
60	27.70	21.85	40.11	27.16	60
61	29.32	23.21	42.40	28.71	61
62	31.39	24.57	44.70	30.25	62
63	33.45	25.93	46.99	31.80	63
64	35.52	27.29	49.29	33.34	64
65	37.58	28.65	51.58	34.89	65
66	39.73	30.08	54.48	36.29	66
67	41.95	31.59	56.60	37.74	67
68	44.33	33.17	58.81	39.25	68
69	46.83	34.82	61.12	40.82	69
70	49.45	36.57	63.51	42.45	70
71	52.22	38.39	65.96	44.15	71
72	55.15	40.31	68.56	45.91	72
73	58.23	42.33	71.23	47.75	73
74	61.50	44.45	74.01	49.66	74
75	64.94	46.67	76.89	51.65	75

Issue Age	Male Under 18	Female Under 18	Issue Age
	Issue Rate Per $1000	Issue Rate Per $1000	
	Premium Rate	Premium Rate	
0	1.75	1.53	0
1	1.78	1.56	1
2	1.80	1.59	2
3	1.89	1.63	3
4	1.98	1.67	4
5	2.05	1.71	5
6	2.12	1.75	6
7	2.24	1.82	7
8	2.35	1.89	8
9	2.47	1.97	9
10	2.58	2.05	10
11	2.71	2.16	11
12	2.83	2.27	12
13	3.01	2.34	13
14	3.19	2.41	14
15	3.31	2.50	15
16	3.42	2.58	16
17	3.48	2.68	17

Add policy fee of $75.00 per year.

Semi-annual payment (multiply annual premium by 0.52)
Monthly payment (multiply annual premium by 0.09)

Table 3: Cash Surrender Values

WHOLE-LIFE

MALE Cash Surrender Value per $1000 of Sum Assured												FEMALE Cash Surrender Value per $1000 of Sum Assured										
Issue Age											Policy	Issue Age										
20	25	30	35	40	45	50	55	60	65	70	Year	20	25	30	35	40	45	50	55	60	65	70
0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
1	1	1	2	3	5	7	9	11	15	18	4	1	1	1	1	2	4	5	7	9	12	16
2	3	4	6	8	14	18	23	28	35	41	5	1	2	3	5	7	11	14	19	24	30	37
4	6	8	11	14	23	29	36	44	54	64	6	3	4	6	8	11	18	23	30	38	48	58
6	8	11	15	20	32	40	50	61	74	87	7	4	6	9	12	16	25	33	42	52	65	79
7	10	14	19	25	40	51	64	78	94	110	8	6	8	11	15	20	32	42	53	67	83	100
8	13	18	24	30	49	62	77	94	113	133	9	7	10	14	19	24	40	51	65	81	100	121
10	15	21	28	36	58	73	91	111	133	156	10	9	12	16	22	29	47	60	76	95	118	142
14	21	29	38	52	91	109	130	152	175	201	11	12	17	23	30	42	75	91	111	133	158	186
17	27	37	48	68	124	145	168	193	218	245	12	15	22	29	38	55	103	122	146	171	199	231
21	34	44	58	83	157	181	207	234	260	290	13	18	27	36	46	68	131	154	181	208	239	275
24	40	52	68	99	190	217	246	275	303	335	14	20	32	42	55	81	160	185	216	246	280	319
28	46	60	78	115	223	252	284	316	345	380	15	23	37	49	63	94	188	216	251	284	320	364
33	54	73	94	141	256	288	323	356	387	424	16	28	44	59	76	116	216	247	285	321	361	408
39	62	86	110	167	289	324	362	397	430	469	17	32	50	70	89	138	244	278	320	359	401	453
44	69	99	126	193	322	360	401	438	472	514	18	37	56	80	103	159	273	310	355	397	442	497
50	77	112	142	219	355	396	439	479	515	558	19	41	63	91	116	181	301	341	390	434	482	542
55	85	125	158	245	388	432	478	520	557	603	20	46	69	102	129	203	329	372	425	472	523	586
63	96	140	181	284	405	451	499	544	587	626	21	52	78	114	149	237	348	393	448	498	555	627
71	107	154	204	324	423	470	520	588	616	650	22	59	87	126	168	272	367	414	471	525	587	669
78	117	169	226	363	440	489	541	592	645	673	23	65	96	138	188	306	387	435	494	551	618	710
86	128	183	249	403	458	508	562	616	675	698	24	71	105	151	207	341	406	456	517	578	650	752
94	139	198	272	442	475	527	582	640	705	726	25	78	114	163	226	375	425	477	540	604	682	793
105	154	217	312	458	493	546	603	664	734	756	26	87	126	179	262	393	444	498	563	630	714	834
116	168	236	353	474	510	565	624	688	764	794	27	96	139	195	297	411	463	519	586	657	746	876
127	183	254	393	490	528	583	645	712	793	841	28	105	151	212	332	429	482	539	609	683	777	917
138	197	273	434	506	545	602	666	736	823	906	29	114	163	228	367	446	502	560	632	710	809	959
149	212	292	474	522	563	621	687	760	852	1000	30	124	176	244	402	464	521	581	655	736	841	1000
164	231	333	489	538	580	640	708	784	882	-	31	136	192	276	419	482	540	602	678	762	873	-
179	250	374	504	554	598	659	729	808	911	-	32	149	209	308	436	500	559	623	701	789	905	-
193	269	415	519	570	615	678	749	832	941	-	33	161	225	340	453	518	578	644	724	815	936	-
208	288	456	534	585	633	697	770	856	970	-	34	174	241	372	470	536	597	665	747	842	968	-
223	307	497	549	601	650	716	791	880	1000	-	35	186	258	404	487	554	617	686	770	868	1000	-
242	348	511	564	617	668	735	812	904	-	-	36	202	287	421	505	571	636	707	798	894	-	-
261	389	526	579	633	685	754	833	928	-	-	37	219	316	438	522	589	655	728	816	921	-	-
280	429	540	594	649	703	773	854	952	-	-	38	235	345	455	539	607	674	749	839	947	-	-
299	470	554	609	665	720	792	875	976	-	-	39	252	375	472	556	625	693	770	862	974	-	-
318	511	589	624	681	738	811	896	1000	-	-	40	268	404	489	573	643	712	791	885	1000	-	-
357	525	583	639	697	755	830	916	-	-	-	41	295	421	506	590	661	732	812	908	-	-	-
395	539	598	654	713	773	849	937	-	-	-	42	322	438	523	607	679	751	833	931	-	-	-
434	553	612	669	729	790	867	958	-	-	-	43	350	455	540	624	696	770	853	954	-	-	-
472	567	626	684	745	808	886	979	-	-	-	44	377	472	557	641	714	789	874	977	-	-	-
511	581	641	699	761	825	905	1000	-	-	-	45	404	489	574	658	732	808	895	1000	-	-	-
525	595	655	714	777	843	924	-	-	-	-	46	421	506	591	675	750	827	916	-	-	-	-
539	609	669	729	793	860	943	-	-	-	-	47	438	523	608	692	768	847	937	-	-	-	-
553	623	684	745	809	878	962	-	-	-	-	48	455	540	625	710	786	866	958	-	-	-	-
567	637	698	760	825	895	981	-	-	-	-	49	472	557	642	727	804	885	979	-	-	-	-
581	651	713	775	841	913	1000	-	-	-	-	50	489	574	659	744	821	904	1000	-	-	-	-
595	665	727	790	857	930	-	-	-	-	-	51	506	591	676	761	839	923	-	-	-	-	-
609	679	741	805	872	948	-	-	-	-	-	52	523	608	693	778	857	942	-	-	-	-	-
623	693	756	820	888	965	-	-	-	-	-	53	540	625	711	795	875	962	-	-	-	-	-
637	707	770	835	904	983	-	-	-	-	-	54	557	642	728	812	893	981	-	-	-	-	-
651	721	784	850	920	1000	-	-	-	-	-	55	574	659	745	829	911	1000	-	-	-	-	-
665	735	799	865	936	-	-	-	-	-	-	56	591	676	762	846	929	-	-	-	-	-	-
679	749	813	880	952	-	-	-	-	-	-	57	608	693	779	863	946	-	-	-	-	-	-
693	762	828	895	968	-	-	-	-	-	-	58	625	711	796	880	964	-	-	-	-	-	-
707	776	842	910	984	-	-	-	-	-	-	59	642	728	813	897	982	-	-	-	-	-	-
721	790	856	925	1000	-	-	-	-	-	-	60	659	745	830	915	1000	-	-	-	-	-	-
735	804	871	940	-	-	-	-	-	-	-	61	676	762	847	932	-	-	-	-	-	-	-
749	818	885	955	-	-	-	-	-	-	-	62	693	779	864	949	-	-	-	-	-	-	-
762	832	899	970	-	-	-	-	-	-	-	63	711	796	881	966	-	-	-	-	-	-	-
776	846	914	985	-	-	-	-	-	-	-	64	728	813	898	983	-	-	-	-	-	-	-
790	860	928	1000	-	-	-	-	-	-	-	65	745	830	915	1000	-	-	-	-	-	-	-
804	874	943	-	-	-	-	-	-	-	-	66	762	847	932	-	-	-	-	-	-	-	-
818	888	957	-	-	-	-	-	-	-	-	67	779	864	949	-	-	-	-	-	-	-	-
832	902	971	-	-	-	-	-	-	-	-	68	796	881	966	-	-	-	-	-	-	-	-
846	916	986	-	-	-	-	-	-	-	-	69	813	898	983	-	-	-	-	-	-	-	-
860	930	1000	-	-	-	-	-	-	-	-	70	830	915	1000	-	-	-	-	-	-	-	-
874	944	-	-	-	-	-	-	-	-	-	71	847	932	-	-	-	-	-	-	-	-	-
888	958	-	-	-	-	-	-	-	-	-	72	864	949	-	-	-	-	-	-	-	-	-
902	972	-	-	-	-	-	-	-	-	-	73	881	966	-	-	-	-	-	-	-	-	-
916	986	-	-	-	-	-	-	-	-	-	74	898	983	-	-	-	-	-	-	-	-	-
930	1000	-	-	-	-	-	-	-	-	-	75	915	1000	-	-	-	-	-	-	-	-	-
944	-	-	-	-	-	-	-	-	-	-	76	932	-	-	-	-	-	-	-	-	-	-
958	-	-	-	-	-	-	-	-	-	-	77	949	-	-	-	-	-	-	-	-	-	-
972	-	-	-	-	-	-	-	-	-	-	78	966	-	-	-	-	-	-	-	-	-	-
986	-	-	-	-	-	-	-	-	-	-	79	983	-	-	-	-	-	-	-	-	-	-
1000	-	-	-	-	-	-	-	-	-	-	80	1000	-	-	-	-	-	-	-	-	-	-

Every effort has been made to ensure the accuracy of the above values, but accuracy is not guaranteed. In the event of a discrepancy, the insurance policy governs.

Table 4: Tenant's Package Policy

Tenant's Package Policy ($500 deductible)		
All Areas – Manitoba		
Coverage Amount	**Standard Form**	**Comprehensive Form**
$25 000	$158.00	$200.00
$30 000	$174.00	$226.00
$35 000	$199.00	$252.00
$40 000	$212.00	$269.00
$45 000	$235.00	$298.00
$50 000	$254.00	$324.00
$55 000	$272.00	$346.00
$60 000	$293.00	$373.00
$65 000	$315.00	$400.00
$70 000	$337.00	$427.00
$75 000	$359.00	$454.00
Each additional $1000	$4.50	$5.50

$200 deductible – increase premium by 10%

Table 5: Manitoba Homeowner's Insurance Rates

Manitoba Homeowner's Insurance Rates ($500 deductible)								
Boeckh Calculator	**Metro Winnipeg**		**Area 2**		**Area 3**		**Area 4**	
Amount	**Standard**	**Comprehensive**	**Standard**	**Comprehensive**	**Standard**	**Comprehensive**	**Standard**	**Comprehensive**
$ 50 000	195	214	147	161	196	216	261	287
$ 55 000	216	238	160	176	217	239	289	318
$ 60 000	237	260	173	190	237	261	315	347
$ 65 000	252	277	187	205	255	281	339	373
$ 70 000	266	303	200	220	270	297	359	395
$ 75 000	294	314	210	231	285	314	379	417
$ 80 000	310	323	221	243	302	332	402	462
$ 85 000	318	333	226	249	313	344	416	458
$ 90 000	324	349	231	254	324	356	431	474
$ 95 000	348	370	244	268	345	380	459	505
$100 000	364	393	260	286	361	397	480	528
$105 000	390	417	278	306	378	416	503	553
$110 000	402	441	293	322	393	432	523	575
$115 000	418	464	299	329	409	450	544	598
$120 000	436	487	309	340	424	466	564	620
$125 000	451	510	319	351	444	488	591	650
$130 000	472	543	339	373	466	513	620	682
$135 000	498	557	345	380	477	525	634	697
$140 000	523	580	358	394	496	546	660	726
$145 000	538	596	375	413	508	559	676	744
$150 000	550	604	385	424	520	572	692	761
$155 000	557	613	398	438	551	606	733	806
$160 000	565	622	413	454	569	626	757	833
$165 000	572	629	425	468	589	648	783	861
$170 000	590	647	441	485	609	670	810	891
$175 000	607	668	451	496	624	686	830	913
$180 000	620	686	466	513	648	713	862	948
$185 000	636	702	478	526	667	734	887	976
$190 000	652	717	492	541	705	776	938	1032
$195 000	678	742	504	554	720	792	958	1054
$200 000	692	771	519	571	726	799	966	1063
Additional Amounts per $1000 coverage	Add: $3.15	Add: $3.50	Add: $2.75	Add: $3.03	Add: $3.55	Add: $3.91	Add: $4.72	Add: $5.19

$200 deductible – Increase premium by 10%

Table 6: Amortization Period of Mortgage Loan

Amortization Period of Mortgage Loan

(Blended payment of principal and interest per $1000 of loan)

Interest Rate	5 years	10 years	15 years	20 years	25 years
4.00%	$18.40	$10.11	$7.38	$6.04	$5.26
4.25%	18.51	10.23	7.50	6.17	5.40
4.50%	18.62	10.34	7.63	6.30	5.53
4.75%	18.74	10.46	7.75	6.44	5.67
5.00%	18.85	10.58	7.88	6.57	5.82
5.25%	18.96	10.70	8.01	6.71	5.96
5.50%	19.07	10.82	8.14	6.84	6.10
5.75%	19.19	10.94	8.27	6.98	6.25
6.00%	19.30	11.07	8.40	7.12	6.40
6.25%	19.41	11.19	8.53	7.26	6.55
6.50%	19.53	11.31	8.66	7.41	6.70
6.75%	19.64	11.43	8.80	7.55	6.85
7.00%	19.75	11.56	8.93	7.70	7.00
7.25%	19.87	11.68	9.07	7.84	7.16
7.50%	19.98	11.81	9.21	7.99	7.32
7.75%	20.10	11.94	9.34	8.13	7.47
8.00%	20.21	12.06	9.48	8.28	7.63
8.25%	20.33	12.19	9.62	8.43	7.79
8.50%	20.45	12.32	9.76	8.59	7.95
8.75%	20.56	12.45	9.90	8.74	8.12
9.00%	20.68	12.58	10.05	8.89	8.28
9.25%	20.80	12.71	10.19	9.05	8.44
9.50%	20.91	12.84	10.33	9.20	8.61
9.75%	21.03	12.97	10.48	9.36	8.78
10.00%	21.15	13.10	10.62	9.52	8.94
10.25%	21.27	13.24	10.77	9.68	9.11
10.50%	21.38	13.37	10.92	9.84	9.28
10.75%	21.50	13.50	11.06	9.99	9.45
11.00%	21.62	13.64	11.21	10.16	9.63
11.25%	21.74	13.77	11.36	10.32	9.80
11.50%	21.86	13.91	11.51	10.48	9.97
11.75%	21.98	14.04	11.66	10.65	10.14
12.00%	22.10	14.18	11.82	10.81	10.32
12.25%	22.22	14.32	11.97	10.98	10.49
12.50%	22.34	14.46	12.12	11.14	10.67
12.75%	22.46	14.59	12.28	11.31	10.85
13.00%	22.58	14.73	12.43	11.48	11.02
13.25%	22.70	14.87	12.59	11.64	11.20
13.50%	22.82	15.01	12.74	11.81	11.38
13.75%	22.94	15.15	12.90	11.98	11.56
14.00%	23.07	15.29	13.06	12.15	11.74
14.25%	23.19	15.43	13.21	12.32	11.92
14.50%	23.31	15.58	13.37	12.49	12.10
14.75%	23.43	15.72	13.53	12.67	12.28
15.00%	23.56	15.86	13.69	12.84	12.46
15.25%	23.68	16.00	13.85	13.01	12.64
15.50%	23.80	16.15	14.01	13.18	12.83
15.75%	23.92	16.29	14.17	13.36	13.01
16.00%	24.05	16.44	14.33	13.53	13.19

*** Interest compounded semi-annually. Actual payment amount may differ slightly.**

Table 7: Canadian Dollar-Based Rates

Canadian Dollar Based Rates (CAN $)			
Bank Buying Rate	**Country**	**Currency**	**Bank Selling Rate**
0.8580	Australia	Dollar (A$)	1.0244
0.0889	Austria	Schilling	0.1226
0.0318	Belgium	Franc (BF)	0.0398
0.1759	Denmark	Krone (DKr)	0.2131
2.2597	England	Pound	2.4513
1.4441	Euro	Euro	1.4870
0.2131	Finland	Mark	0.2743
0.2008	France	Franc (FF)	0.2384
0.6954	Germany	Mark	0.7845
0.003576	Greece	Drachma	0.005124
0.1643	Hong Kong	Dollar ($HK)	0.2032
0.000670	Italy	Lire	0.000821
0.01276	Japan	Yen	0.01480
0.1271	Mexico	Peso	0.1855
0.6079	Netherlands	Guilder	0.7062
0.6727	New Zealand	Dollar ($NZ)	0.8082
2.2597	N. Ireland	Pound	2.4887
0.1640	Norway	Krone (NKr)	0.1968
0.00654	Portugal	Escudo	0.00804
2.2597	Scotland	Pound	2.4958
0.7322	Singapore	Dollar (S $)	0.9792
1.6951	S. Ireland	Punt	1.9977
0.00792	Spain	Peseta	0.00957
0.1534	Sweden	Krone (SKr)	0.1843
0.8177	Switzerland	Franc (SwF)	0.9666
1.4215	United States	Dollar (US $)	1.4600

Friday, January 21, 2000

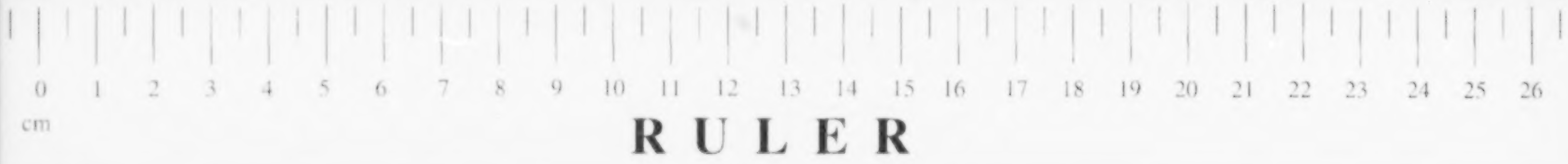
Table 8: Customs Duties and Foreign Exchange

	Group	Custom Duties	Excise Taxes
Costume Jewellery	NAFTA[1]	0%	10% > $3.00 per item
	MFN[2]	8.5%	10% > $3.00 per item
	GP[3]	0%	0%
Tablecloth (flax)	NAFTA	0%	0%
	MFN	10%	0%
	GP	0%	0%
Wristwatches	NAFTA	0%	10% > $50.00 per item
	MFN	5%	10% > $50.00 per item
	GP	4%	10% > $50.00 per item
Precious Jewellery	NAFTA	0%	10%
	MFN	5.5%	10%
	GP	4%	10%
Foot Gear	NAFTA	0%	0%
	MFN	20%	0%
Plastic Trays	NAFTA	0%	0%
	MFN	10.5%	0%
	GP	6%	0%
Jeans	NAFTA	0%	0%
	MFN	20%	0%
	GP	None	0%
Metal Bed	NAFTA	0%	0%
	MFN	8%	0%
	GP	5%	0%
House Paint	NAFTA	0%	0%
	MFN	6.5%	0%
	GP	3%	0%
Cars	NAFTA	0%	$100.00 for air conditioning
•	MFN	6.7%	$100.00 for air conditioning
	GP	6%	$100.00 for air conditioning

[1] Trade agreement for "duty free" goods from U.S.A. and Mexico.

[2] Most Favoured Nation includes most countries not listed under NAFTA and GP.

[3] General Preferential (GP) status entitles China, India and many Latin American countries special lower rates for customs duties.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RULER

Senior 4 Consumer Mathematics (40S) Standards Test

Written Test Marking Guide

January 2004

Manitoba
Building for the Future

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Manitoba Education, Citizenship and Youth,
Assessment and Evaluation Branch,
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Marking Guidelines

The marking guide for the Written Test for the Senior 4 Consumer Mathematics (40S) Standards Test is based on the outcomes and standards found in the *Senior 4 Mathematics: Outcomes and Draft Standards* document (2001).

The marking guide is designed to assess a wide range of student performance. Specific mark allocations for each step in a given test item are provided to distinguish levels of student performance and to offer consistency in scoring student responses.

The marking guide also illustrates two types of general marking procedures related to student conceptual errors and student arithmetical errors. These recommended procedures are indicated by the following text boxes:

DEDUCTION TO TOTAL SCORE:

Deduct ½ mark for transposition of a number or minor error that follows through to the solution of a task.

MARKING CAP:

Students earn a maximum of ½ the total value of the test item for using a correct strategy with incorrect values from a table or chart or using values from an incorrect table or chart.

Marking guides are never able to fully anticipate the variety of possible student responses. The *Senior 4 Consumer Mathematics Written Test Marking Guide* provides a variety of strategies most commonly used by students during pilot testing and when solving similar mathematics-related tasks.

For each test item, a marking guide and some student samples with scores and rationales are provided to help focus and clarify the marking criteria. Student responses are presented in order of increasing levels of performance.

The recommended procedure for scoring student responses is as follows:

1. Read the *Written Test Marking Guide*.
2. Study the student samples provided and the rationales for the allotted scores.
3. Determine the mark for the student's response by comparing its features with the *Written Test Marking Guide* descriptions. The descriptions and samples only typify a student's response to a given question; an exact match is not anticipated.

Presentation of the Student Samples

Each constructed-response question is presented using the following sections:

Test Item number

Type of Test Item

Unit of Study

Maximum Number of Marks Allotted

This section presents the test item as it appears in the student booklet, including how marks should be allotted.

Question 6 Restricted Response **Government Finances** (3 Marks)

Test Item and Marking Guide **V-E3**

Four hundred pairs of jeans are imported from France. Each pair of jeans costs 50 Euros. Calculate the total cost in Canadian dollars to purchase and import the 400 pairs of jeans to Canada.

Answer: *400 × 50 = 20 000 (Euros) × 1.487 (Euro selling rate)* ← *½ mark (table value)*
= $29 740.00 ← *½ mark*
$29 740.00 × 20% (customs duties) = $5 948.00 ← *½ mark*
(no excise taxes)
$29 740.00 + $5 948.00 (Euros + duties)
= $35 688.00 (cost before GST) ← *½ mark*
$35 688.00 × 7% (GST) = $2 498.16 ← *½ mark*
$2 498.16 + $35 688.00 = $38 186.16 ← *½ mark*

This section presents student sample responses with the mark(s) allotted and the rationale justifying the mark(s) allotted.

Question 6 Restricted Response **Government Finances** (3 Marks)

Sample 2

Four hundred pairs of jeans are imported from France. Each pair of jeans costs 50 Euros. Calculate the total cost in Canadian dollars to purchase and import the 400 pairs of jeans to Canada.

Bank Buying Rate 1.4441

France Euros

$\frac{\$50}{400} = \frac{1.4870}{x} =$

$\frac{\text{Foreign}}{\text{Can}} = \frac{\text{Foreign}}{\text{Can}}$ 1.4870 Bank Selling Rate

$\frac{\$50}{400} = \frac{1.4441}{x} =$

400 × 50 = 20000 × 1.4870 Bank Selling Rate
= $29740
400 × 50 = 20000 × 1.4441 Bank Buying Rate
= $28882

Mark: 1 out of 3

Rationale:
- Correct Euros table value (½ mark)
- Correct Canadian value—$29,740 (½ mark)

Personal Finance

Question 1 Restricted Response **Personal Finance** (2 Marks)

♦ Test Item and Marking Guide

V-C1

Gerard Labelle is a 25 year-old smoker. He wishes to purchase a 10-year term life insurance policy with a face value of $125 000.
Calculate his annual premium.

Answer: $\underbrace{\frac{125\,000}{1\,000}}_{\frac{1}{2}\text{ mark}} \times \underbrace{1.43}_{\frac{1}{2}\text{ mark}} = \$178.75$

$178.75
+ $75.00 policy fee ←½ mark
$253.75 annual premium ←½ mark

MARKING CAP:

Students earn a maximum of ½ the total value of the test item for using a correct strategy with incorrect values from a table or chart or using values from an incorrect table or chart.

Question 1 Restricted Response **Personal Finance** (2 Marks)

♦ Sample 1

Gerard Labelle is a 25 year-old smoker. He wishes to purchase a 10-year term life insurance policy with a face value of $125 000.
Calculate his annual premium.

1.43
$125000

Mark: 0.5 out of 2
Rationale: - Correct value from table (½ mark)

Question 1 Restricted Response **Personal Finance** (2 Marks)

◆ Sample 2

Gerard Labelle is a 25 year-old smoker. He wishes to purchase a 10-year term life insurance policy with a face value of $125 000.
Calculate his annual premium.

1.43 x 10 = 14.3 + policy fee of $75 =

Annual Premium = $89.30

Mark: 1 out of 2
Rationale: - Correct value from table (½ mark)
- Policy fee calculated (½ mark)

Question 1 Restricted Response **Personal Finance** (2 Marks)

◆ Sample 3

Gerard Labelle is a 25 year-old smoker. He wishes to purchase a 10-year term life insurance policy with a face value of $125 000.
Calculate his annual premium.

1.43 per $1000

125 x 1.43 = $178.75

178.75 + 75 00 = $253.75 annually

Mark: 2 out of 2
Rationale: - Correct value from table (½ mark)
- Division of face value (½ mark)
- Policy fee calculated (½ mark)
- Correct annual premium (½ mark)

◆ Test Item and Marking Guide

V-C1

Jacob Whitehold is a 20 year-old, single male who is purchasing a $100 000 life insurance policy. Use the life insurance tables and your knowledge of term and whole life insurance policies to complete the chart:

	ADVANTAGES FOR JACOB	DISADVANTAGES FOR JACOB
Term Life		
Whole Life		

Answer:

	ADVANTAGES FOR JACOB	*DISADVANTAGES FOR JACOB*
Term Life	• *annual premiums are less than for whole life*	• *premiums increase over time* • *no cash surrender value* • *have to renew*
Whole Life	• *fixed premium over time* • *never has to renew* • *cash surrender value*	• *annual premiums are more expensive than term life*

½ mark per point to a maximum of 2 marks

◆

Sample 1

Jacob Whitehold is a 20 year-old, single male who is purchasing a $100 000 life insurance policy. Use the life insurance tables and your knowledge of term and whole life insurance policies to complete the chart:

	ADVANTAGES FOR JACOB	DISADVANTAGES FOR JACOB
Term Life	If he gets injured during the season or a game, he will get the life insurance he has saved in the last term	If he uses that life insurance, he will have to start investing all over again.
Whole Life	If he were to buy whole life insurance, he would have	

Mark: 0 out of 2

Rationale:
- Misunderstanding of life insurance
- Confusion between investments and insurance

◆ **Sample 2**

Jacob Whitehold is a 20 year-old, single male who is purchasing a $100 000 life insurance policy. Use the life insurance tables and your knowledge of term and whole life insurance policies to complete the chart:

	ADVANTAGES FOR JACOB	DISADVANTAGES FOR JACOB
Term Life	-EXTREMELY LOW RATES.	-HE MAY NOT DIE IN 10 YEARS SO HIS INSURANCE WILL STOP AFTER 10 YEARS.
Whole Life	- LOW RATE. -HE WILL GET ALOT OF MONEY TOGETHER.	-HE'S GOING TO DIE

Mark: 1 out of 2

Rationale: - Advantage for term life (½ mark)
- Disadvantage for term life (½ mark)

Question 2 Open Response **Personal Finance** (2 Marks)

Sample 3

Jacob Whitehold is a 20 year-old, single male who is purchasing a $100 000 life insurance policy. Use the life insurance tables and your knowledge of term and whole life insurance policies to complete the chart:

	ADVANTAGES FOR JACOB	DISADVANTAGES FOR JACOB
Term Life	-depending on how long he intends to play extreme sports, this plan is good because it can be cancelled he may not need it once he finishes sports	-After the term is finished, he must buy new insurance for the rest of his life
Whole Life	-insured for life	-expensive

Mark: 2 out of 2

Rationale: - 2 advantages of policies (2 × ½ mark)
- 2 disadvantage of policies (2 × ½ mark)

Question 3 Open Response **Personal Finance** (1 Mark)

Test Item and Marking Guide V-C2

State two additional costs involved in purchasing a home other than mortgage or insurance costs.

Answer: Any two of the following: *← ½ mark each*

Appraisal fees
Inspection Costs
Property Survey
Land Transfer Tax
Interest Adjustment
Prepaid utilities/taxes
Legal Fees/Disbursements
Sales Taxes (on new homes)
Moving Expenses
Service Charges
Temporary Accommodations
Immediate Repairs
Appliances
Decorating

Question 4 Restricted Response **Personal Finance** (3 Marks)

Test Item and Marking Guide

V-C2

Shawn has just purchased a three-suite home. He wishes to rent 2 suites to cover the cost of the mortgage.
Determine the minimum rent Shawn must charge each tenant, using the information in the chart.

Value of home	\$100 000
Down payment	\$20 000
Type of mortgage	20 year mortgage
Interest rate	6.5%

Answer:

$$100\,000 - 20\,000 = \underbrace{80\,000}_{\frac{1}{2}\text{ mark}}$$

$$\underbrace{\frac{80\,000}{1\,000}}_{\frac{1}{2}\text{ mark}} \times \underbrace{7.41}_{\substack{\text{from table}\\ \frac{1}{2}\text{ mark}}} = \underbrace{\$592.80}_{\frac{1}{2}\text{ mark}}$$

$$\frac{\$592.80}{\underbrace{2}_{\substack{\text{(2 renters)}\\ \frac{1}{2}\text{ mark}}}} = \underbrace{\$296.40}_{\frac{1}{2}\text{ mark}}$$

Minimum rent is \$296.40

MARKING CAP:

Students earn a maximum of ½ the total value of the test item for using a correct strategy with incorrect values from a table or chart or using values from an incorrect table or chart.

DEDUCTION TO TOTAL SCORE:

Deduct ½ mark for transposition of a number or minor error that follows through to the solution of a task.

Question 4 Restricted Response **Personal Finance** (3 Marks)

◆ Sample 1

Shawn has just purchased a three-suite home. He wishes to rent 2 suites to cover the cost of the mortgage.
Determine the minimum rent Shawn must charge each tenant, using the information in the chart.

Value of home	$100 000
Down payment	$20 000
Type of mortgage	20 year mortgage
Interest rate	6.5%

7.41 x 80

592.8 annualy each

Mark: 2 out of 3
Rationale:
- Correct value from table (½ mark)
- Correct solution to mortgage cost (½ mark)
- Division by 1 000 (½ mark)
- Correct mortgage amount (½ mark)

Question 4 Restricted Response **Personal Finance** (3 Marks)

- ### Sample 2

Shawn has just purchased a three-suite home. He wishes to rent 2 suites to cover the cost of the mortgage.
Determine the minimum rent Shawn must charge each tenant, using the information in the chart.

Value of home	$100 000
Down payment	$20 000
Type of mortgage	20 year mortgage
Interest rate	6.5%

$$100\,000 - 20\,000 = 80\,000 \times 7.41 \div 1000 = \frac{\$592.80}{3} =$$

$$= \$197.60$$

Mark: 2.5 out of 3

Rationale:
- Subtraction of down payment (½ mark)
- Correct value from table (½ mark)
- Division by 1 000 (½ mark)
- Solution to mortgage cost (½ mark)
- Incorrect number of renters in division
- Follow-through of error in number of renters (-½ mark)
  OR
- Minor error division by 3 (-½ mark)

Question 4 Restricted Response **Personal Finance** (3 Marks)

◆ **Sample 3**

Shawn has just purchased a three-suite home. He wishes to rent 2 suites to cover the cost of the mortgage.
Determine the minimum rent Shawn must charge each tenant, using the information in the chart.

Value of home	$100 000
Down payment	$20 000
Type of mortgage	20 year mortgage
Interest rate	6.5%

100 000 - 20 000 = 80 000
80 × 7.41 = $592.80 ÷ 2 = $296.40 a month
(rent for his tenants)

Mark: 3 out of 3

Rationale:
- Subtraction of down payment (½ mark)
- Correct value from table (½ mark)
- Division by 1 000 (½ mark)
- Solution to mortgage cost (½ mark)
- Division of total by number of renters (½ mark)
- Correct solution (½ mark)

Government Finances

Question 5 Restricted Response **Government Finances** (2 Marks)

◆ Test Item and Marking Guide V-E2

The following table shows a breakdown of revenues collected by the federal government.

External Revenues by Main Classification
(in millions of dollars)

	1998-99 Net Revenues
Tax Revenues	
Income Tax	
• Personal	$ 72 488
• Corporation	$ 21 575
• Other income tax revenues	$ 2 901
Employment Insurance Premiums	$ 19 363
Excise Taxes and Duties	
• Good and Services Tax, Table 3.4	$ 20 684
Energy Taxes	
• Excise tax — Gasoline	$ 4 264
• Excise tax — Aviation gasoline and diesel fuel	$ 452
Customs Import Duties	$ 2 359
Other Excise Taxes and Duties	
• Excise duties	$ 3 411
• Miscellaneous excise taxes and duties	$ 229
Total Tax Revenues	$147 726
Non-Tax Revenues	
Return on Investments, Table 3.5	$ 4 991
Other Non-Tax Revenues	
• Privileges, licences, and permits	$ 576
• Refunds of previous years' expenditures	$ 456
• Service fees	$ 460
• Proceeds from sales	$ 95
• Proceeds from the disposal of surplus Crown assets	$ 43
• Domestic coinage	$ 81
• Net gain on exchange	$ 94
• Miscellaneous non-tax revenues	$ 1 149
Total Non-Tax Revenues	$ 7 945
Total Revenues	$155 671

A) State the largest source of revenue for the federal government.

Answer: personal income tax OR income tax OR total tax revenues *← 1 mark*

B) Calculate the total amount of revenue collected from excise taxes and duties.

Answer: \$20 684 + \$4 716 + \$2 359 + \$3 640 = \$31 399 millions *← 1 mark*

Question 6 Restricted Response **Government Finances** (3 Marks)

Test Item and Marking Guide **V-E3**

Four hundred pairs of jeans are imported from France. Each pair of jeans costs 50 Euros. Calculate the total cost in Canadian dollars to purchase and import the 400 pairs of jeans to Canada.

Answer: *400 × 50 = 20 000 (Euros) × 1.487 (Euro selling rate)* ← *½ mark (table value)*
= $29 740.00 ← *½ mark*
$29 740.00 × 20% (customs duties) = $5 948.00 ← *½ mark*
(no excise taxes)
$29 740.00 + $5 948.00 (Euros + duties)
= $35 688.00 (cost before GST) ← *½ mark*
$35 688.00 × 7% (GST) = $2 498.16 ← *½ mark*
$2 498.16 + $35 688.00 = $38 186.16 ← *½ mark*

Question 6 Restricted Response **Government Finances** (3 Marks)

Sample 1

Four hundred pairs of jeans are imported from France. Each pair of jeans costs 50 Euros. Calculate the total cost in Canadian dollars to purchase and import the 400 pairs of jeans to Canada.

50 x 400= 20000
20000 x 1.4441 = $28882.00 x .20 = 577
76
4
9

28882 + 5776.4 = $34658.40

Mark: 1 out of 3
Rationale:
- Correct calculation of Euros (½ mark)
- Correct solution for Euros (½ mark)
- Marking cap in effect

MARKING CAP:

Students earn a maximum of ½ the total value of the test item for using a correct strategy with incorrect values from a table or chart or using values from an incorrect table or chart.

Question 6 Restricted Response **Government Finances** (3 Marks)

- **Sample 2**

Four hundred pairs of jeans are imported from France. Each pair of jeans costs 50 Euros. Calculate the total cost in Canadian dollars to purchase and import the 400 pairs of jeans to Canada.

Bank Buying Rate France Euros

1.4441

$$\frac{\$50}{400} = \frac{1.4870}{x} = \qquad \frac{\text{Foreign}}{\text{Can}} = \frac{\text{Foreign}}{\text{Can}}$$

1.4870 Bank Selling Rate

$$\frac{\$50}{400} = \frac{1.4441}{x} =$$

400 × 50 = 20000 × 1.4870 Bank Selling Rate

= $29740

400 × 50 = 20000 × 1.4441 Bank Buying Rate

= $28882

Mark: 1 out of 3

Rationale:
- Correct Euros table value (½ mark)
- Correct Canadian value—$29,740 (½ mark)

Question 7 Restricted Response **Government Finances** (2 Marks)

Test Item and Marking Guide **V-E4**

There are two foreign exchange students at the local high school this year. They are going to exchange their money for Canadian funds. Albert Maldive has 2 000 English pounds and Erika Vasques has 27 000 Mexican pesos.
Convert their funds into Canadian money using the bank rate.

Answer: $2\,000 \times \underbrace{2.2597}_{\frac{1}{2}\text{ mark}} = \underbrace{\$4\,519.40}_{\frac{1}{2}\text{ mark}}$

$27\,000 \times \underbrace{0.1271}_{\frac{1}{2}\text{ mark}} = \underbrace{\$3\,431.70}_{\frac{1}{2}\text{ mark}}$

Albert Maldive *$4 519.40* (Canadian funds)

Erika Vasques *$3 431.70* (Canadian funds)

MARKING CAP:

Students earn a maximum of ½ the total value of the test item for using a correct strategy with incorrect values from a table or chart or using values from an incorrect table or chart.

Question 7 Restricted Response **Government Finances** (2 Marks)

- **Sample 1**

There are two foreign exchange students at the local high school this year. They are going to exchange their money for Canadian funds. Albert Maldive has 2 000 English pounds and Erika Vasques has 27 000 Mexican pesos.
Convert their funds into Canadian money using the bank rate.

Albert - 2000 pounds = ___ Canadian
2000 × 2.4513 = 4,902.60 Canadian

Erika - 27000 pesos = ___ Canadian
27,000 × 0.1855 = 5,008.50 canadian

Albert Maldive 4,902.60 (Canadian funds)

Erika Vasques $5,008.50 (Canadian funds)

Mark: 1 out of 2
Rationale:
- Marking cap in effect
- Correct process with incorrect values for both pesos and pounds

MARKING CAP:

Students earn a maximum of ½ the total value of the test item for using a correct strategy with incorrect values from a table or chart or using values from an incorrect table or chart.

◆ **Sample 2**

There are two foreign exchange students at the local high school this year. They are going to exchange their money for Canadian funds. Albert Maldive has 2 000 English pounds and Erika Vasques has 27 000 Mexican pesos.
Convert their funds into Canadian money using the bank rate.

$29,000 mexican pesos

$$\frac{29{,}000}{1} \qquad \frac{1}{0.1271} \qquad 3.68$$

= ~~$ 106,720~~
$3,685.9

Albert Maldive 254.2 (Canadian funds)

Erika Vasques 3431.7 (Canadian funds)

Mark: 1 out of 2
Rationale: - Correct value from table for pesos (½ mark)
- Correct solution for pesos (½ mark)

Question 8 Restricted Response **Government Finances** (1 Mark)

Test Item and Marking Guide

V-E5

Tom purchased 20 L of gasoline at 84.9¢/L.
Calculate the amount Tom paid in provincial gasoline tax.

Answer: $20 \times \underbrace{.115}_{\frac{1}{2}\text{ mark}} = \underbrace{\$2.30}_{\frac{1}{2}\text{ mark}}$

OR

$$\frac{20 \times 11.5}{100} = \$2.30$$

Question 8 Restricted Response **Government Finances** (1 Mark)

Sample 1

Tom purchased 20 L of gasoline at 84.9¢/L.
Calculate the amount Tom paid in provincial gasoline tax.

20 x 10.9¢ = 21.80 ÷ 100 = $2.18

Mark: 0.5 out of 1
Rationale:
- Incorrect table values used
- Marking cap in effect

MARKING CAP:

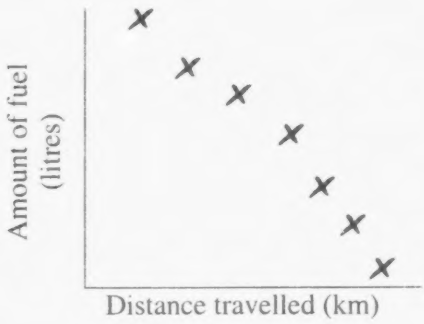
Students earn a maximum of ½ the total value of the test item for using a correct strategy with incorrect values from a table or chart or using values from an incorrect table or chart.

Statistics

Question 9 Restricted Response **Statistics** (1 Mark)

♦ Test Item and Marking Guide **V-F6**

The diagram below shows the relationship between the distance an airplane travels and the amount of fuel remaining in the airplane's fuel tank. The correlation coefficient between the two variables is –0.96.



A) Explain the relationship between the variables.

Answer: *The increase in one variable causes a decrease in the other variable.*

OR

There is a strong relationship between the two variables.

OR

The farther you fly the less fuel remaining.

B) Identify this type of correlation.

Answer: *The variables have a strong negative correlation.*

OR

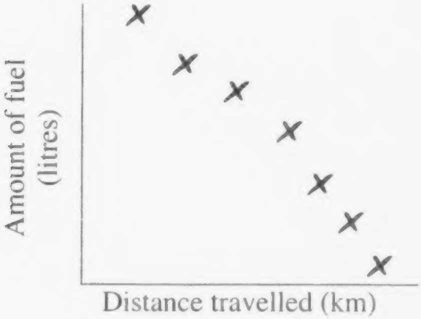
The variables have a negative correlation.

the explanation of the relationship	*← ½ mark*
the type of correlation	*← ½ mark*

Question 9 Restricted Response **Statistics** (1 Mark)

- ### Sample 1

The diagram below shows the relationship between the distance an airplane travels and the amount of fuel remaining in the airplane's fuel tank. The correlation coefficient between the two variables is –0.96.



A) Explain the relationship between the variables.

As one variable gets bigger (Distance)
The other will shrink (Gas)

B) Identify this type of correlation.

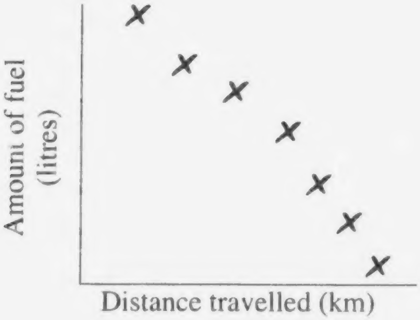
Inverse Carelation (as one goes up the other goes down)

Mark: .5 out of 1
Rationale: - Correct explanation of relationship (½ mark)

Question 9 Restricted Response **Statistics** (1 Mark)

◆ Sample 2

The diagram below shows the relationship between the distance an airplane travels and the amount of fuel remaining in the airplane's fuel tank. The correlation coefficient between the two variables is –0.96.



A) Explain the relationship between the variables.

As the distance becomes greater, the fuel will be used up, and the amount will lessen.

distance ⊕ = fuel ⊖

B) Identify this type of correlation.

strong negative correllation

Mark: 1 out of 1

Rationale:
- Correct explanation of relationship (½ mark)
- Correct identification of correlation (½ mark)

Question 10 Restricted Response **Statistics** (2 Marks)

◆ Test Item and Marking Guide

V-F2

Samuel was one of 897 people to run a marathon. He and 43 other people took the same time to finish the marathon. Samuel was faster than 569 other people.

A) Calculate Samuel's percentile ranking.

Answer: $\underbrace{\frac{569+0.5(44)}{897}}_{\text{½ mark}} = \frac{591}{897} \times 100 = 65.9 = \underbrace{P_{65}}_{\text{½ mark}}$ *(P_{66} is acceptable)*

substitution ← ½ *mark*
solution ← ½ *mark*

NOTE TO MARKERS:

DEDUCTION TO TOTAL SCORE:

Deduct ½ mark for E = 43 that follows through to the solution of the task.

B) The fastest 25 percent of the marathon runners advance to the finals. Determine whether Samuel runs in the final. Justify your answer.

Answer: $\underbrace{\text{No, Samuel will not run in the final.}}_{\text{½ mark}}$

$\underbrace{\text{35\% of competitors ran faster than Samuel.}}_{\text{½ mark for explanation}}$ *(34% is acceptable)*

Question 10 Restricted Response **Statistics** (2 Marks)

◆ **Sample 1**

Samuel was one of 897 people to run a marathon. He and 43 other people took the same time to finish the marathon. Samuel was faster than 569 other people.

A) Calculate Samuel's percentile ranking.

$$p = \left(\frac{B+0.5E}{n}\right) \times 100$$

$$p = \frac{569+0.5(43)}{897} \times 100 \qquad p = \frac{569+21.5}{897} + 100 = \quad p = 65.83$$

B) The fastest 25 percent of the marathon runners advance to the finals. Determine whether Samuel runs in the final. Justify your answer.

Samuel will not run in the final because 25% of 897 people equals 224.25

Mark: 1.5 out of 2

Rationale:
- ½ mark deduction to total mark (E = 43)
- Correct substitution (½ mark)
- Correct solution (½ mark)
- Correct decision (½ mark)
- Correct explanation (½ mark)

Question 10 Restricted Response **Statistics** (2 Marks)

◆ **Sample 2**

Samuel was one of 897 people to run a marathon. He and 43 other people took the same time to finish the marathon. Samuel was faster than 569 other people.

A) Calculate Samuel's percentile ranking.

$$P=\left(\frac{B+0.5E}{n}\right)\times 100$$

$$=\left(\frac{569+0.5(44)}{897}\right)\times 100$$

$$=65.9$$

B) The fastest 25 percent of the marathon runners advance to the finals. Determine whether Samuel runs in the final. Justify your answer.

Samuel does not run in the final, he is below 25 percent

Mark: 2 out of 2

Rationale:
- Correct substitution (½ mark)
- Correct solution (½ mark)
- Correct decision (½ mark)
- Correct explanation (½ mark)

Question 11 Restricted Response **Statistics** (3 Marks)

◆ Test Item and Marking Guide **V-F4**

The Brandon University Bobcats are looking for a new basketball player. Jimmy and Billy tried out for the position. They both have the same mean (average) points per game.

A) Determine the standard deviation based on Jimmy's points per game.

JIMMY ****Points per game last season****

Game	Points per Game	Difference from Mean $(x - \bar{x})$	Square of Difference $(x - \bar{x})^2$
1	28	*-12*	*144*
2	46	*6*	*36*
3	55	*15*	*225*
4	46	*6*	*36*
5	38	*-2*	*4*
6	64	*24*	*576*
7	24	*-16*	*256*
8	19	*-21*	*441*
		Sum	*1 718*

← ½ mark (sum)

$\bar{x}$ *(mean)* $\bar{x} = 40$ *← ½ mark*

Marker note: Use of mean in the calculation of SD is sufficient for awarding ½ mark.

SD =

Answer: $SD=\underbrace{\sqrt{\frac{1718}{8}}}_{\text{½ mark}} \quad SD=\sqrt{214.75} \quad SD=\underbrace{14.7(n)}_{\text{½ mark}} \quad \text{OR} \quad 15.7\,(n\text{-}1)$

B) The other basketball player, Billy, has a 10.3 standard deviation.
Explain which player would be best for the team.

Answer:
- *Explanation for decision (e.g., Hire Billy because he has a lower standard deviation or is more consistent or hire Jimmy because he can be a hot player) ← ½ mark correct explanation*
- *½ mark for selecting Billy or Jimmy*

Question 11 Restricted Response **Statistics** (3 Marks)

♦ Sample 1

The Brandon University Bobcats are looking for a new basketball player. Jimmy and Billy tried out for the position. They both have the same mean (average) points per game.

A) Determine the standard deviation based on Jimmy's points per game.

320 = 40

JIMMY			****Points per game last season****
Game	Points per Game	Difference from Mean $(x-\bar{x})$	Square of Difference $(x-\bar{x})^2$
1	28	-12	144
2	46	6	36
3	55	15	225
4	46	6	36
5	38	-2	4
6	64	24	576
7	24	-16	256
8	19	-21	441
		Sum	1718 $\sqrt{}$

= 416

$\bar{x}$ *(mean)*

SD = S.D = $\bar{x}$ = 320 = 40

B) The other basketball player, Billy, has a 10.3 standard deviation. Explain which player would be best for the team.

Jimmy because his average is 41%
and Bill is 10.3%

Mark: 1.5 out of 3
Rationale: - Calculation of mean (½ mark)
- Correct sum of squares (½ mark × 2)
- Incorrect explanation

Question 11 Restricted Response **Statistics** (3 Marks)

◆ Sample 2

The Brandon University Bobcats are looking for a new basketball player. Jimmy and Billy tried out for the position. They both have the same mean (average) points per game.

A) Determine the standard deviation based on Jimmy's points per game.

JIMMY			****Points per game last season****
Game	Points per Game	Difference from Mean $(x-\bar{x})$	Square of Difference $(x-\bar{x})^2$
1	28	-12	144
2	46	6	36
3	55	15	225
4	46	6	36
5	38	-2	4
6	64	24	576
7	24	-16	256
8	19	21	441
		Sum	1718

$\bar{x}$ (*mean*)

SD =

B) The other basketball player, Billy, has a 10.3 standard deviation. Explain which player would be best for the team.

Billy would be better because he varies from his average less and is a more consistant player.

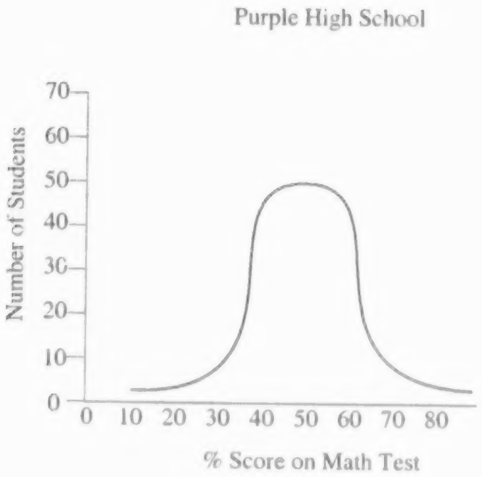
Mark: 2 out of 3

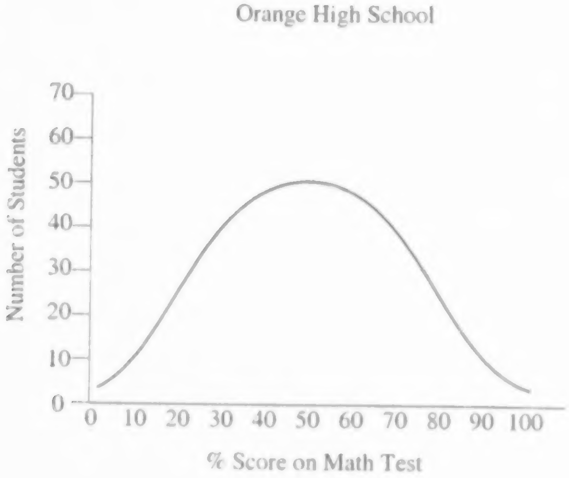
Rationale:
- Calculation of mean (½ mark)
- Correct sum of squares (½ mark × 2)
- Correct explanation (½ mark)
- Missing standard deviation

Question 12 Restricted Response Statistics (1 Mark)

◆ Test Item and Marking Guide V-F4

The graphs below show the % scores on a math test for two high schools.
Identify the school where student test scores indicate a larger standard deviation.





Answer: *graph for Orange High School* *←1 mark*

Question 13 Open Response Statistics (1 Mark)

◆ Test Item and Marking Guide V-F3

The weight of a newborn baby is at the 80th percentile.
Explain to the parents what this means.

Answer: *Your baby weighs more than 80% of babies*

OR

Your baby weighs more than average

OR

20% of babies weigh more than your baby

1 mark for reasonable explanation

Variation and Formulas

Question 14 Restricted Response **Variation and Formulas** (3 Marks)

◆ Test Item and Marking Guide **VI-F1**

The table shows the time it takes to travel 100 km at different speeds.

Speed (km/h)	12.5	25	50	100
Time (h)	8	4	2	1

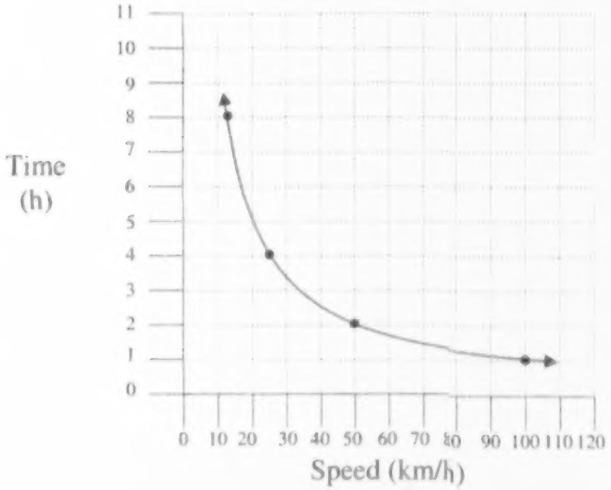
A) Explain what happens to the time as the speed is doubled.

Answer: *time is halved* ← *1 mark*

B) Identify the type of variation.

Answer: *inverse variation* ← *1 mark*

C) Plot a graph showing time versus speed. Use the information from the above table.



← *1 mark*

Question 14 Restricted Response **Variation and Formulas** (3 Marks)

◆ Sample 1

The table shows the time it takes to travel 100 km at different speeds.

Speed (km/h)	12.5	25	50	100
Time (h)	8	4	2	1

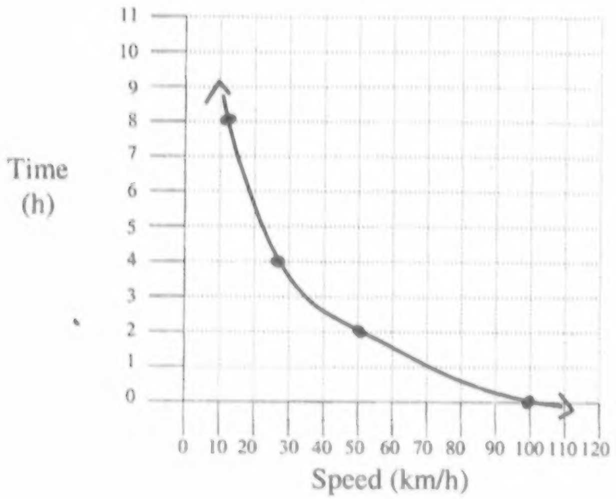
A) Explain what happens to the time as the speed is doubled.

Time is cut in half

B) Identify the type of variation.

B/c as speed increases, time decreases

C) Plot a graph showing time versus speed. Use the information from the above table.



downward slope curve

Mark: 2.5 out of 3

Rationale:
- Explanation of time vs speed (1 mark)
- Inverse variation graph (1 mark)
- Minor error graphing in Part C (-½ mark)

Question 14 Restricted Response **Variation and Formulas** (3 Marks)

- **Sample 2**

The table shows the time it takes to travel 100 km at different speeds.

Speed (km/h)	12.5	25	50	100
Time (h)	8	4	2	1

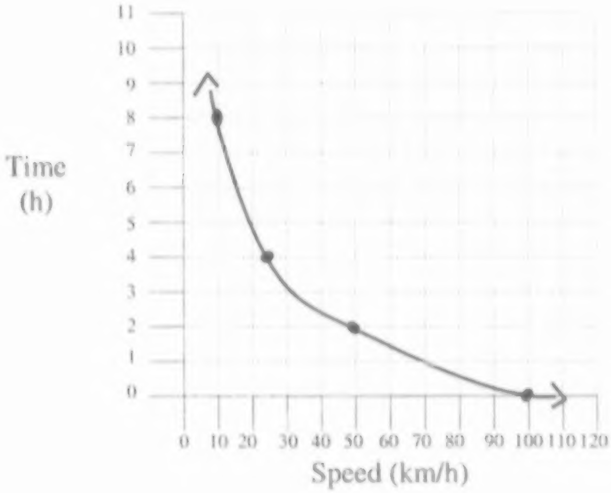
A) Explain what happens to the time as the speed is doubled.

The time drops as the speed is doubled.
(it takes less time).

B) Identify the type of variation.

Because if you were to draw a graph the graph would resemble a slope droping (↘). This is known as an inverse variation

C) Plot a graph showing time versus speed. Use the information from the above table.



← Inverse variation

Mark: 2.5 out of 3
Rationale: - Minor error graphing in Part C (-½ mark)

Question 14 Restricted Response **Variation and Formulas** (3 Marks)

- **Sample 3**

The table shows the time it takes to travel 100 km at different speeds.

Speed (km/h)	12.5	25	50	100
Time (h)	8	4	2	1

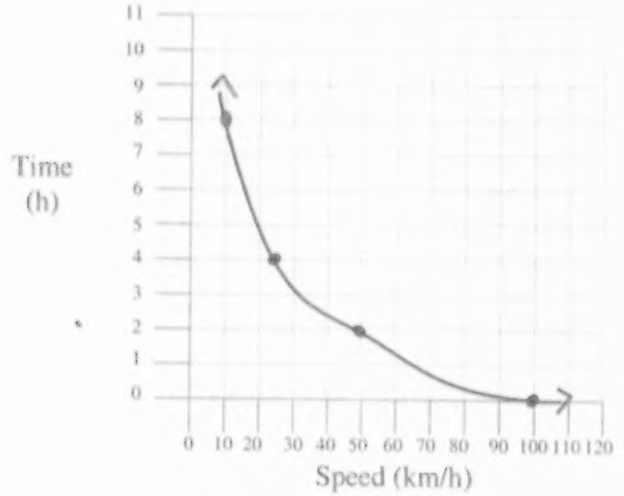
A) Explain what happens to the time as the speed is doubled.

The time will decrease
by half of what it was beFore

B) Identify the type of variation.

because the graph is not
Straigt it is inversed in relationship
to the x y axis.

C) Plot a graph showing time versus speed. Use the information from the above table.



Mark: 2.5 out of 3
Rationale: - Minor error graphing in Part C (-½ mark)

Question 15 Restricted Response **Variation and Formulas** (2 Marks)

- ## Test Item and Marking Guide **VI-F2**

Marvin Calloway is planning a skating fundraiser for his favorite charity. The local hockey arena charges him $50.00 for rental of ice time per hour, plus $1.25 per skater.

A) Calculate the cost of 100 people skating for one hour.

Answer: $\$50+\underbrace{(100\times 1.25)}_{\frac{1}{2}\text{mark}} = \underbrace{\$175}_{\frac{1}{2}\text{ mark}}$ ← *1 mark*

B) The arena manager decides to only charge Marvin a $50 flat fee for ice time because he is planning a one-hour event.
Calculate how many people would have to purchase tickets for Marvin to "break even" if tickets were sold at $2.50 each.

Answer: $\underbrace{\$50\div 2.5}_{\frac{1}{2}\text{ mark}} = \underbrace{20}_{\frac{1}{2}\text{ mark}}$ ← *1 mark*

Twenty people are required to break even.

Question 15 Restricted Response **Variation and Formulas** (2 Marks)

◆ **Sample 1**

Marvin Calloway is planning a skating fundraiser for his favorite charity. The local hockey arena charges him $50.00 for rental of ice time per hour, plus $1.25 per skater.

A) Calculate the cost of 100 people skating for one hour.

→ (100)(1.25) + $50.00

= $175.00 for 1 hour

B) The arena manager decides to only charge Marvin a $50 flat fee for ice time because he is planning a one-hour event.
Calculate how many people would have to purchase tickets for Marvin to "break even" if tickets were sold at $2.50 each.

50 (2.50) + 50.00
= $175.00
If he charged $2.50 a
ticket, he would only be
able to have 50 skaters
at one time

Mark: 1 out of 2
Rationale:
- Correct calculation in Part A (½ mark)
- Correct solution in Part A (½ mark)
- Incorrect calculation in Part B
- Incorrect solution in Part B

Question 15 Restricted Response **Variation and Formulas** (2 Marks)

- **Sample 2**

Marvin Calloway is planning a skating fundraiser for his favorite charity. The local hockey arena charges him $50.00 for rental of ice time per hour, plus $1.25 per skater.

A) Calculate the cost of 100 people skating for one hour.

$125 1.25 × 100 =

B) The arena manager decides to only charge Marvin a $50 flat fee for ice time because he is planning a one-hour event.
Calculate how many people would have to purchase tickets for Marvin to "break even" if tickets were sold at $2.50 each.

50 ÷ 2.5 = 20 skaters

Mark: 1.5 out of 2
Rationale:
- Correct multiplication in Part A (½ mark)
- Incorrect solution in Part A
- Correct calculation in Part B (½ mark)
- Correct solution in Part B (½ mark)

Question 16 Restricted Response **Variation and Formulas** (1 Mark)

♦ Test Item and Marking Guide **VI-F2**

At ABC Ltd., workers received a pay increase of 2% of their current salary plus a bonus of $500. Identify the type of variation.

Answer: partial variation ← *½ mark*

Question 16 Restricted Response **Variation and Formulas** (1 Mark)

♦ Sample 1

At ABC Ltd., workers received a pay increase of 2% of their current salary plus a bonus of $500. Identify the type of variation.

a positive variation b/c she gets a pay increase
of $500 plus 2% of ABC Ltd., current salary

Mark: 0 out of 1
Rationale: - Incorrect variation

Question 16 Restricted Response **Variation and Formulas** (1 Mark)

♦ Sample 2

At ABC Ltd., workers received a pay increase of 2% of their current salary plus a bonus of $500. Identify the type of variation.

This is a inverse variation

Mark: 0 out of 1
Rationale: - Incorrect variation

Question 17

Restricted Response **Variation and Formulas** (2 Marks)

Test Item and Marking Guide

VI-F4

Marie is planning a circular flower garden that is 6 280 cm^2.
Determine the radius for her garden.

Answer:

$$\underbrace{A = \pi r^2}_{\text{½ mark (formula)}}$$

$$\underbrace{6\,280 = 3.14r^2}_{\text{½ mark (substitution)}}$$

$$\left.\begin{aligned} \frac{6\,280}{3.14} &= r^2 \\ \sqrt{\frac{6\,280}{3.14}} &= r \end{aligned}\right\} \text{½ mark (substitution)}$$

$$r = 44.72 \text{ cm OR } 45 \text{ cm OR } \underbrace{44.71 \text{ cm}}_{\text{½ mark (solution)}}$$

Question 17

Restricted Response **Variation and Formulas** (2 Marks)

Sample 1

Marie is planning a circular flower garden that is 6 280 cm^2.
Determine the radius for her garden.

$6280 \div \text{cm}^2 = r$

$r = 636.3 \text{ cm}$

Mark: 0 out of 2

Rationale:
- Did not state formula
- Error in rearranging formula
- Incorrect answer

Investments

Question 18 Open Response **Investments** (2 Marks)

◆ Test Item and Marking Guide **VI-D4**

Identify two reasons why some people might decide that depositing money into a registered savings plan (RSP) is their best investment option.

Answer: *tax deductions (shelter)* *← 1 mark per reason*
may produce more revenue than a savings account
any growth is tax-free until redeemed
income for retirement savings plan

Question 18 Open Response **Investments** (2 Marks)

◆ Sample 1

Identify two reasons why some people might decide that depositing money into a registered savings plan (RSP) is their best investment option.

It might be if you really wanted to save your money and not spend it.

Mark: 0 out of 2
Rationale: - General reason applies to many other options (not specific reference to the advantages of RSP)

Question 18 Open Response **Investments** (2 Marks)

- **Sample 2**

Identify two reasons why some people might decide that depositing money into a registered savings plan (RSP) is their best investment option.

so they can save up their money,
and retire on it later, if they have
no pension plan.

Mark: 1 out of 2
Rationale: - One reason (1 mark)

Question 18 Open Response **Investments** (2 Marks)

- **Sample 3**

Identify two reasons why some people might decide that depositing money into a registered savings plan (RSP) is their best investment option.

because
it won't count for income taxes
and you'll gain interest

Mark: 2 out of 2
Rationale: - Appropriate reasons (1 mark × 2)

Question 19 Open Response **Investments** (2 Marks)

◆ **Test Item and Marking Guide** **VI-D3**

"Stocks are often considered higher risk investments."
List two reasons why this statement may be true.

Answer: *no guaranteed revenue* ← *1 mark per correct reason*
market values fluctuate
stocks can be volatile
companies may go bankrupt
investor has little or no control over company decisions

Question 19 Open Response **Investments** (2 Marks)

◆ **Sample 1**

"Stocks are often considered higher risk investments."
List two reasons why this statement may be true.

If a stock of a company and
the company is going out of
bisness

Mark: 1 out of 2
Rationale: - Concept of bankruptcy described (1 mark)

Question 19 Open Response **Investments** (2 Marks)

- **Sample 2**

"Stocks are often considered higher risk investments."
List two reasons why this statement may be true.

The idea of being able to loose money
is high risk.
or puting your monay where it can be lost

Mark: 1 out of 2
Rationale: - Concept of losing investment described (1 mark)

Question 19 Open Response **Investments** (2 Marks)

- **Sample 3**

"Stocks are often considered higher risk investments."
List two reasons why this statement may be true.

Stocks are an investment
that are at high risk because
a company could go banknupt
or gain a lot of money within
1 second. There is no guarantee
that you'll come out with the
same amount you put in.

Mark: 2 out of 2
Rationale: - Concept of bankruptcy and volatility described (2 marks)

Question 20 Restricted Response **Investments** (2 Marks)

- ## Test Item and Marking Guide

VI-D5

Using the chart below:

A) State the most actively traded stock.

Answer: *Croman* ← *½ mark*

B) Determine which stock had the greatest change in value from Wednesday, April 24 to Thursday, April 25.

Answer: *Dummler* ← *½ mark*

C) State which stock sold closest to 100 000 shares.

Answer: *Crysdan* ← *½ mark*

D) State the name of the stock represented by the symbol DMW.

Answer: *Dimwyl* ← *½ mark*

Thursday, April 25, 2002

365-day		stock	sym	div	high	low	close	chg	vol 100s	yld	p/e ratio
high	low										
11.40	4.25	Crisimar	CRS		9.25	9.05	9.05	-0.05	82		
46.10	17.25	Croman	CRM		23.13	20.71	22.62	-0.48	1 103		11.0
3.45	1.10	Crysdan	CRD		2.74	2.60	2.64	-0.11	970		
1.65	0.66	Cydzil	CDZ		1.60	1.59	1.60		77		
0.24	0.10	Cymbar	CMB		0.13	0.13	0.13	-.005	200		
1.85	0.20	Dimwyl	DMW		0.34	0.27	0.31	+0.04	623		
3.98	1.37	Dorvin	DRV		3.50	3.37	3.45	+0.05	315		24.6
5.50	2.40	Dupplex	DPX		4.10	3.75	3.75	-0.19	1 063		
11.75	4.10	Dylvar	DLR		10.45	10.25	10.45	+0.35	141		31.7
79.00	40.25	Dummler	DUM		71.71	71.71	71.71	+1.71	2	2.9	

◆ Test Item and Marking Guide **VI-D2**

There are two basic categories of investments: debt investments and equity investments.

A) Describe a debt investment. Support your description with one example of a debt investment.

Answer: *Debt investments occur when you lend money and you earn interest on this investment.* ← ½ *mark*
Examples include: savings accounts, GICs, term deposits, insurance, bonds, mortgages, certain mutual funds, treasury bills ← ½ *mark (example)*

B) Describe an equity investment. Support your description with one example of an equity investment.

Answer: *You have a stake in the ownership of a company or venture.* ← ½ *mark*
Examples include: stocks, real estate, some mutual funds, collectibles ← ½ *mark (example)*